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Vol. LXXV. NO. 27

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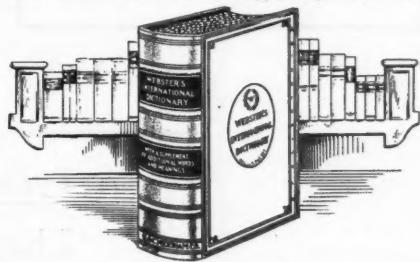
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# THE SCHOOL JOURNAL

A Monthly Journal of Education

Vol. LXXV.

June, 1908

No. 27

OSSIAN LANG, Editor.

## What Spirit Are They of?

The organization of societies for the advancement of specific objects appears to have become the method upon which leaders are building their hopes for victory. It is a variant of the committee plan by which the business of Congress is carried on. It has the same advantages and the same defects. Machinery is death to individuality. Yet success in human affairs depends upon individuality, upon the force that it represents. If a society is managed by inspired leaders the machinery may be made a powerful lever. Not infrequently, however, the directors are merely engineers of the social mechanism and the result is usually a devitalization of the objects of the organization.

There are educational societies which started out with worthy purposes under the generalship of worthy leaders. As these societies grew up, and thanks to the force of those who shaped their work, became powerful organizations, people with a passion for power saw and found in them agencies for personal advancement. In this way the pristine usefulness of the societies became debased. It may be taken for granted that organizations managed by selfish people for personal ends are not efficient agencies for the promotion of altruistic ideas, whatever their pretended objects may be.

Suppose a society should be formed for the introduction and promotion of agricultural training. The idea would at once appeal to many patriots as a worthy means for the betterment and enrichment of humanity. It would no doubt attract also self-seekers who might regard the society as an effective medium for free advertising of themselves, or who might see in it a chance to get a paid secretaryship. The patriots will have their eyes fixed upon the objects to be attained. The self-seekers will watch closely for openings to distinctions in the organization. Thus it may happen—it frequently does—that the control of the society passes into the hands of the self-seekers. The patriots will probably lose courage and drop out or else their interests will turn into new channels. The child-study movement and some other very laudable departures have furnished examples of this nature.

Who is to blame? Usually the patriot's lack of worldly wisdom. Many seem to be afflicted with the notion that large numbers and vociferous hurrahing are essential to success. A stunning list of officers is considered the first requisite. So President Roosevelt is chosen as honorary president, Archbishop Ireland as honorary vice-president, Mark Twain as honorary secretary, Andrew Carnegie as honorary treasurer, and Jonathan Iamit as president. Starting out with borrowed plumes is almost always fatal. It is a direct invitation to self-seekers to come into "a good thing." There is more hope for a society starting out modestly with unheralded officers, every one

of whom sincerely and enthusiastically believes in the objects announced in the constitution, than for one springing into the lime-light with names selected from Who's What.

We as educators ought to be particularly careful to have our ideals and convictions properly represented by our chosen leaders. Dazzling people with big names is well enough for a circus program. Let us try the spirits and govern our choice accordingly. Our leaders must be what they seem to be. Honest leadership is the constant need of mankind.

A public document of more than usual importance has been brought out under the auspices of the United States Senate. It is the report of the Schoolhouse Commission upon a general plan for the consolidation of public schools in the District of Columbia. Those who are interested in the planning of school buildings, the architectural improvement in interior decoration and equipment will find much help in this report. A request addressed either to J. H. Gallinger or to one of the Senators from your own State, will put you in possession of the document.

What was probably the greatest teachers' institute ever held was that conducted under the auspices of the Philadelphia board of education on April 21. The teachers of the city were organized in four sections, one comprising all teachers and officers of the high schools and normal schools; another, all teachers and officers of grammar schools, teachers of special subjects, substitute teachers, clerical assistants and the senior class of the school of pedagogy; a third and fourth, all primary and kindergarten principals and teachers, and the senior class of the Philadelphia normal school. Superintendent Brumbaugh, to whom is due the chief credit for the success of this gigantic enterprise, would have liked to have gathered all the teachers of the city in one meeting-place, if a hall large enough for the purpose could have been secured. As it was, the convention was an inspiring event. Among the speakers were Prof. John Dewey, Dean Thomas M. Balliet, U. S. Commissioner Elmer E. Brown, President Isaac Sharpless, President E. A. Alderman, President W. O. Thompson, State Commissioner O. T. Corson, former State Superintendent W. W. Stetson, Secretary Henry Houck, Professor Schmucker, Mr. William L. Tomlins, Dr. Edward Brooks, Miss Gertrude Edmund, Miss Laura Fisher, Miss Anna E. Logan and Professor E. G. Conklin. Superintendent Brumbaugh is to be congratulated on his magnificent assemblage. It is as good as having entertained the N. E. A., both in the feeling of gratification, and in the good accomplished for the city.

## A National Educational Museum

Educational museums are comparatively modern departures intended to increase the efficiency of schools and teaching methods by exhibits establishing concrete bases for comparison. The city of St. Louis has probably the finest museum of this nature in the United States. The World's Fair gave the city an advantage which she was quick to take advantage of. Meanwhile the Argentine Republic has taken steps to have an educational museum established at Buenos Ayres. Mr. Ernesto Nelson has been appointed Director of the Museum. He has been in the United States for some time collecting an abundance of illustrative material. In the first week in June he expects to return to his country. The plan he has outlined for the organization of the Argentine museum should prove of general interest aside from indicating the class of material considered most desirable by him for promoting educational progress:

### OF INTEREST TO BOARDS OF EDUCATION AND THE GENERAL PUBLIC

- a. The school situation in the world shown by graphic charts, statistics, etc.
- b. School architecture: Photographs of buildings and plans. Beautifying of grounds. Rural school buildings. Consolidation. Transportation of pupils.
- c. The School Beautiful: Photographs of decorated rooms. Kindergarten posters and pictures. Selected collections of schoolroom pictures and statuary classified by grades.
- d. Most approved school furniture and school appliances: Textbooks. Educational periodicals.
- e. School administration and school statistics: Blanks used in the work of collecting data.
- f. Medical inspection of schools: Apparatus. Anthropometric charts, blanks, diagrams, statistics. Cooperation of the school in the prevention of diseases; photographs, posters, literature.
- g. Playground movement: Photographs, maps, plans and models.
- h. The library and the school: Reports, blanks, forms, photographs of modern library buildings, plans, photographs of activities, traveling libraries, bulletin boards, special lists, etc.
- i. The school as a social center: Photographs, literature. Syllabus of lectures. Entertainments and other activities.
- j. Preventive work with boys: Boys' clubs, their activities, their organizations. Photographs, plans of buildings. Licensing of newsboys, children's courts. Reformatories.
- k. The school and the mother: Mothers' clubs. Photographs showing their activities, outline of work. Literature. Day nurseries.
- l. The university extension and the school.

### OF INTEREST TO TEACHERS

- a. Hints and helps described and illustrated: Devices, methods. Literature for teachers. Bibliographical aids.
- b. Constructive work: Children's work showing the various underlying tendencies of constructive work, from kindergarten to high school. Samples of the most approved equipment for work in manual training and domestic science.
- c. Science, geography, nature study, etc. Apparatus. Work of pupils. Photographs showing children and teachers at work.

### FOR THE USE OF CHILDREN

- a. Samples of raw and manufactured material from all parts of the world. Photographs showing industrial processes. Models of mines, farms, harbors, factories, etc. The history of commerce represented by graphic maps and samples of products, different epochs of history, objects illustrating handicraft and manners of life in foreign lands. Models showing the great events of history. Evolution of science shown in the development of invention. How people lived long ago; Pictures, models, utensils.

- b. Toys for the child's acquaintance with the great things of life. Household activities, civic life, industrial life.
- c. Games and how to play them, illustrated.
- d. Dramatization. Punch theaters, school theaters. Stage and equipment, make-up, literature.
- e. Children's books.

## Appreciation Day

If education is "waking up mind" the girls of the Washington Irving High School in New York City are getting an unusual share of it. Principal William McAndrew believes that wide-awake girls will do greater things than absorbed girls, girls whose whole time is taken up with getting wisely-stated facts from books. He has himself individuality and originality, and he wants every one of his girls to be what she can be individually. The school is doing a wonderful work. To be sure, it cannot be measured by eighteenth century foot-rule. It is a twentieth century school, a school which recognizes frankly that the guide lines laid out for high school boys are not necessarily the most appropriate for young girls. There is nothing doctrinaire and final about it at all. It is just a human institution, striving to know what is best, and applying that in the most efficient manner possible.

One of many good things that have originated in the Washington Irving High School is Appreciation Day. It is an important departure in social education, bringing home to the people in a tangible form the thought that they are indebted to the teachers for some of the best things in the world. It is well with a people which honors its teachers. That people shall never perish.

Two years ago THE SCHOOL JOURNAL devoted an entire number to the Appreciation Day idea. Several schools took up the suggestion and with them Appreciation Day has become an annual event joyfully participated in by pupils, past and present, and by all the townspeople. On the opposite page is printed a facsimile copy of the bright card of invitation issued by "ye high school yclept ye Washington Irving." It is in itself an eloquent exhibition of the spirit that pervades the school: It is service, and good cheer, and trying to see the world in its brightest aspects.

Appreciation Day is of no less value to the grammar school and the primary school than it is to the high school and the college. The Editor of THE SCHOOL JOURNAL will welcome any programs and descriptions of grammar schools that have instituted the day.

## Sensitive Children

It is important for parents of morbidly sensitive and overscrupulous children, with acute likes and dislikes, to discourage the tendency of the child to become more and more peculiar, says Dr. Geo. Lincoln Walton in *Lippincott's* (March). Sensitive children are inclined to worry because they think others do not care for them or want them round. If such children can be led to take a bird's-eye view of themselves, they may be made

BE YET BUT A SCHOOL-GIRL SCRrawl, WELCOME MAY YE COME WITHAL.



GOOD FRIEND,  
WHEN FLOWERY MAY, THAT DOTH INSPIRE MIRTH AND  
YOUTH, COMETH GAILY IN



CARPETING HER PATH WITH OXSLIPS AND YE WHITE PRIMROSE,  
SHALL WE NOT SET ASIDE AN HOURS IN MEMORY OF ONE AN-  
OTHER? CERTES, GOOD FRIEND. WHEREFORE, YE MAIDS OF YE  
WASHINGTON IRVING HIGH SCHOOL  
ESTABLISH APPRECIATION DAY. KNOW, THEN, BY THIS PRESENT,  
THAT FROM THREE VNTIL FIVE BY YE CLOCK, I AND THINE  
OTHER FRIENDS WILL TAKE JOY OF THY CONVERSATION



82ND STREET & WEST END AV, MONDAY, MAY 18, 1908.

146 GRAND STREET, TUESDAY, MAY 19, 1908.

60 WEST 13TH STREET, WEDNESDAY, MAY 20, 1908.

34½ EAST 12TH STREET, THURSDAY, MAY 21, 1908.

THOV MAYST BIDE LONG OR HASTEN, THOV MAYST BEHOLD YE HANDI-  
CRAFT OF YE MAIDS OR THOV MAYST BVT  
SIT AND MAKE MERRY WITH THY FRIENDS, HOWSOEVER  
THOV ART MINDED. ALBEIT GLADDEN VS WITH A SIGHT OF THY  
COVNTENANCE. FOR WE SHALL BE SCHOOLGIRLS NOT FOR LONG.

SINCE MEMORY MVST LET NO OCCASION SLIP WHEREON SHE  
MAY FOR ALL OF VS PUT SWEETS IN HER CUPBOARD.

WHEREFORE, GENTLE FRIEND, FAIL VS NOT. "YE" IS A SWEET WORD.

VNTIL WE MEET, THE WORLD GO WELL WITH THEE.

I AM THINE OBEDIENT SERVANT AND I HOPE TOBE THY HOSTESS.

*Hilda Ryan*

MINE OWN HAND.

AT YE HIGH SCHOOL YCLEPT YE WASHINGTON IRVING.

to realize that others crave their society according as they are helpful, entertaining, sympathetic, or tactful, because they instil courage and give comfort. They should be urged, therefore, to cultivate these qualities instead of wasting their energy in tears and recriminations; and they should be encouraged to practise such of these traits as they can master instead of becoming moody in society, or withdrawing to brood in solitude, either of which errors may result in producing on the part of others a genuine dislike. In other words, teach them to avoid enforcing too far their *ego* on themselves or their environment.

### A Schoolman for Governor

There is every reason why the candidates for Governor in the various States should occasionally be chosen from the ranks of those who have rendered efficient service to the cause of education. A man of constructive attitude toward life is needed—a builder. The teacher's work—if he is the right sort of man, of course—develops such attitude. We have men who are entrusted with the control of the education of the people from the primary school thru the university. Why not look them over to find material for the Governorship? Here is a chance for New York to take the lead. If private character, public service and tried leadership will recommend a man to the people of the State, then we have at least one ideal candidate. He is a man who, with straightforward manliness, clear-headed judgment, a forceful personality and superb executive ability, combines the happy faculty of winning friends for the objects for which he contends. He is a native of the State, who, after successful practice of the law, served as a member of the New York State Legislature, and later entered the educational field, where he became a trusted and popular leader whose influence has been a powerful factor in shaping the school systems of at least three great States. He is Dr. Andrew S. Draper, the present State Commissioner of Public Instruction.

Not a man living has done greater things for the State. When he first became State Superintendent of Public Instruction he organized a plan for the examination and certification of teachers which placed New York at the head of the sisterhood of States in the development of an efficient corps of public instructors. As the head of the schools of Cleveland, Ohio, he elaborated a standard of organization which has influenced the remodeling of city systems thruout the country. In his ten years as President of the University of Illinois, he placed that institution on a solid financial basis and established its standing among the great universities of the country. When the Greater City of New York was formed, and the problem of uniting the schools of the various boroughs in one efficient organization arose, the thoughts of the people turned quite naturally to him, and he was invited to become the first City Superintendent. He declined the office, but when, in 1904, his native State called him to undertake the greater task of bringing unity into the administration of her vast educational interests, he accepted the call. His handling of the many delicate adjustments that were required, and the introduction of several much-needed reforms, have won back for New York the leadership in educational affairs which she was at one time in danger of losing irretrievably.

Every teacher and friend of education thruout the country would rejoice if Dr. Draper should be

chosen to fill the Governor's chair. His services to the commonwealth entitle him to the gratitude of the people. He has done great things and has the capacity for still greater ones. Here is New York's opportunity.

### A Unique Entertainment

To celebrate its twenty-third anniversary the Brooklyn Training School for Teachers gave, a few weeks ago, a unique entertainment. Undergraduates, aided by pupils of the model school, represented the successive stages in the history of education. There were seventeen scenes. The platform was barren of curtain and footlights and was adorned with no stage scenery. In a short introductory speech Miss Johnson, principal of the Training School, explained that the stage fittings would be shifted in view of the audience.

The scenes were divided into five groups—Oriental, Classic, Mediæval, Modern and American. As the school sang a Chinese hymn in honor of ancestors, half a dozen figures approached the platform. All but one were in Chinese costume. That one, a young woman in white embroidered with yellow, the colors of the school, was Chorus, the interpreter. Chorus, impersonated successively by several young women, commented upon each scene. After a session in a Chinese school, the scene shifters erected in a few seconds a frame of logs.

"Immediately," says the *Outlook*, whose description and comments follow, "there mounted to the stage a new group, wearing the garb of the ancient Hebrews and bearing logs hung with leafy boughs. In answer to the piping question of a child, he who plainly was the head of the family explained how the booth that they proceeded to build with their logs and their boughs was to remind them of the days when the Children of Israel wandered in the wilderness with their tents. Then Plato, Socrates, Greek boys and girls at their games, and the Muses in a graceful dance, carried the audience entertainingly thru five scenes to the Middle Ages. Thereupon sounded (with remarkable fidelity to the actual) the tones of a Gregorian chant. With a few tables and benches the platform was transformed into a baronial hall, and before a princely company with retainers and servitors a minstrel recited the death of Beowulf.

"Later a doctor underwent the ceremony of inception at the University of Bologna. Intercalated were two allegorical scenes representing the studies of the mediæval schools and the system of Jesuit education. Modern education was outlined by a lifelike and most appealing representation of Pestalozzi with his group of orphan children, a selection of kindergarten plays, and picturesque symbolic representations of Spencer's utilitarian standard of educative values—which were very far from being as forbidding visually as they sound in words. The exhibition closed with a series of tableaux showing some scenes from New York schools. What was distinctive about this celebration was that it embodied a method regularly used in the classes of the school. Miss Johnston has succeeded in applying to the study of history and literature some of the essential elements of the laboratory. Literature and history are visualized. Not only does this 'dramatization of school work,' as Dr. Maxwell, superintendent of the New York Public Schools, termed it, engage the interest of the pupils, but it also supplies them with the background of history and of literature and stimulates their imagination."

# Present Day History and Geography

## Notes of the News of the World

Early in May the difficulties of England's ruling India were made once more apparent by a raid of Afghan tribes on the northern border of the country. The raid is explained as being due to the machinations of the Amir's brother, who is jealous alike of the ruler of Afghanistan and of India. The present Amir of Afghanistan, Habibullah Khan, has been supposed to be friendly to England.

Prince Wilhelm of Sweden, who visited America last year, was married on the 3d of May to the Grandduchess Maria Pavlovna, a cousin of the Emperor of Russia and daughter of the Crown Duke Paul Alexandrovitch. The ceremony took place in the palace of Tsarskoe-Selo. The Emperor and Empress of Russia, King Gustav of Sweden, and other members of the two royal families were present.

Philadelphia and other cities of Pennsylvania, besides many citizens of New York City and New York State, celebrated the 10th of May as Mothers' Day, by wearing a white carnation. The idea originated in Philadelphia, and Mrs. William Cummings Storey, president of the New York City Federation of Women's Clubs, liked the idea so well that she has done and will do what she can to secure its permanent observance. It is hoped to make the tenth of May a permanent Mothers' Day, to be celebrated by the wearing of a white carnation on the part of everyone who has or has had "the best mother in the world."

### Tug Boats in Straits of Magellan

The *Exporter's Review*, of New York, states that a company in Denmark is contemplating the establishment of a line of tugboats to tow vessels thru the Straits of Magellan. It is estimated that 3,000 sailing vessels under all flags pass around from the Atlantic to the Pacific yearly. It frequently takes weeks to round the Horn, while vessels could ordinarily be towed thru the strait in thirty-six hours. It is proposed to start the new company with a capital of about \$800,000, and to station ten powerful tugs at Punta Arenas in the strait.

### Canada's Steamship Service with France

The Canadian parliament has adopted a resolution in favor of a direct steamship service between Canada and France. By the new treaty with France Canada can only get the benefit of the French minimum tariff for such shipments as go direct. By the new subsidy arrangement \$200,000 a year can be paid. The Allan Company has promised to give the ports of Montreal in the summer and St. John, New Brunswick, in the winter as low rates as by New York or any American port.

### The Rio Grande

Consul Clarence A. Miller, of Matamoras, reports that altho the agitation for the abandonment of the Rio Grande as a navigable stream is still confined to the Texas side of the river, it presents a question of importance to both sides. He writes:

"All parties concede the necessity and importance of irrigation, but while this has been successfully developed, to a certain extent, on the Texas side of the river, it has not really been commenced on the Mexican side. As the character of the land is the same on both sides, the conditions for successful irrigation are just as favorable on the Mexican as on the Texas side. The Mexican law, which prohibits foreigners from buying land within twenty leagues (about sixty miles) of the river has kept out American capital available for its development.

"Whether the supply of water is and will be sufficient for both purposes is a question for engineering experts to solve. Practical men, who seem to be conversant with the entire situation, estimate that the irrigating canals, when in full operation, will consume at least one-third or one-half the water supply of the river. My personal opinion is that the river can be made navigable from its mouth to Brownsville without interfering with irrigation interests. Above Brownsville navigation would be of little profit to either country."

### Three-Cent Street-Car Fares

On the 27th day of April, after a fight of seven years, Mayor Tom L. Johnson, of Cleveland, conquered in his battle for three-cent fare on the street cars of his city. Year after year the city election turned on this issue. The final success in favor of the three-cent fare is due to the vigorous persistence of Mayor Johnson, who has not only fought the battle against powerful private and political interests, but has designed the plan by which the street railways are now to be operated as a public trust.

All the traction lines within the city and its suburbs are leased to a company composed of nine men who are pledged to operate the system as a public company. The property is valued at \$23,000,000. On this sum a rental equal to six per cent interest is to be paid. Earnings in excess of this rent are to be used for the betterment of the service or a further reduction of fares. The fares were reduced to three cents on April 29th.

The company has pledged itself to keep its books open at all times to public inspection. The ultimate success of the plan depends upon whether nine citizens of Cleveland can be found who are capable of managing the street railway as they would a savings bank. The opponents of the plan say that nine such men cannot be maintained in office. Time will tell.

### British Encouragement to Chinese Students

Organized efforts are being made to encourage the going to England of Chinese students for education. An extensive standing committee of prominent British citizens and educators in both England and China has been formed as an adjunct of the China Association in London and will have the matter in charge. Consul-General Amos P. Wilder suggests that the educational authorities in the United States effect an organization for the same purpose.

# Athletics for Schools in the Smaller Towns

By LEWIS W. HINE, Ethical Culture School, New York City

*(Illustrations by the author. All rights reserved)*

## What a Country School Athletic League Has Proved

Probably you share with many others the common impression that the country boy is athletic—that his outdoor life gives him untold physical advantages over his city cousin. While there can be no better environment than the out-of-doors, the life and habits of work of the average country boy or girl are such as to develop some few sets of muscles at the expense of the general physical tone of the child.

### THE NEED FOR SPECIAL TRAINING

With a realization of this condition and a desire to help these boys and girls physically and socially, the country schools of Ulster County, New York, formed the Country School Athletic League a couple of years ago, an organization that is in some respects the most interesting educational movement of the day, and it is pointing the way for wide-awake schools the country over. The center of these activities is the State Normal School at New Paltz. The faculty there has a habit of stirring things up every little while in one way or another, and one of these stirring times is to be found whenever they call a Country School Conference. Then the country school teachers, the parents, and the people generally get together and thresh things out. Well, one day, among other pressing problems they brought up this question of athletics at one of these conferences, and decided that the children were sorely in need of inspiration and help in this matter. Then and there, the Country School Athletic League was organized with the avowed purpose of fostering all forms of clean athletics among country school children, to teach them and their teachers outdoor and indoor games, and to bring the schools together at "meets" in closer and more friendly acquaintance. Then came a convincing demonstration, to those who had not been convinced before, of what these needs are. The athletic standards formulated and used by Dr. Gulick in his excellent work with the public schools of New York City were presented to the conference and some of the country boys of the neighborhood were put thru some of the simpler exercises to see if they could approximate these standards. Do you suppose they could "chin the bar" six times or clear a standing broad jump of six feet and a half? Not one of them could do it, and you can imagine that here was incentive to start off the movement with a will. To think that these "city chaps" could outdo them in their own outdoors! It was too much. Every boy in the whole district began training at once to remove this stigma by getting possession of the coveted button that proclaimed he had attained the standard of city boys of his age.

Now, every June there is held a field-meet that gathers together all these enthusiasts, from all over the country, to try their mettle.

### AN ANNUAL FIELD DAY

Fifteen hundred country school boys and girls, to say nothing of the hundreds of little tots, mid-

dle-aged and old folk, came together last June on those New Paltz grounds, and I was glad I could be even a spectator of such a sight. There were the regulation high-jumps, hundred-yard dashes, potato races, and the like for those who were active. The little ones had games and plays suited to their strength and interests, while the older ones had more quiet games of archery, of Badminton, introduced from India; of tether-ball, and others representing the far corners of the earth.

### THE SOCIAL INFLUENCE OF IT

And everyone had just the time of his life. Many a time that day I wished that their city cousins could have peeped in on them and could have taken "pointers" from their good-natured effort combined with consideration for others. And no one can estimate how much this day means to these country folks, aside from the competitive spirit. It is a great mixing day, when young and old are drawn out from the remote corners of the county and put into pleasant social contact with all the rest. Think what that means to country people who are by nature so conservative and so much inclined to live within their own little spheres.

### CLASS COMPETITIONS DURING SCHOOL YEAR

But the spirit of the League does not stop when this grand day comes to an end. It is carried forward thru the year by means of what are called Class Competitions. These are in charge of the teachers of the various schools and the results sent to the main center for comparison. For instance, a competition is called for in the high jump for pupils of a given class. Every member of the class must enter and the average of all the records is figured out. Then this is compared with the averages of the rest of the schools. Do you see the advantages? Instead of putting all the work and all the glory upon the shoulders of one or two highly trained prodigies in the class (who do not need this incentive anyway), there is as much stimulus given the "tail-enders" to do his best and thus raise the class standard. Then, too, the competitions may and do cover the whole district at various times during the year without the trouble and expense of coming together, so the athletic spirit is kept alive and the results of continuous work are gained.

### WHAT HAS BEEN PROVED

These efforts:—what do they mean? They surely show a growing sense of the importance of play and of the particular needs of the country child to learn the inspiration, the discipline and the delights of play. Above all, they will help the country boy and girl to go out into the battle of life with more of the real spirit and joy of Play,—for "Play is one of the purest and most spiritual activities of mankind."



Something Interesting Going On Every Minute



The Grammar School Girls and Boys at their Games



A Lively Ball Game



Old and Young Watching and Enjoying the Events

ANNUAL FIELD DAY OF THE SCHOOL ATHLETIC LEAGUE

### Depression of the Toy Trade

Of a total product of German toys in 1907, estimated worth \$25,000,000, about \$19,000,000 worth were exported. Of this trade the United States and England took more than half. Financial stringency in both countries, it is stated, has already caused a marked falling off in shipments to them, showing that this branch of German trade is in a marked sense dependent upon prosperity abroad.

In January, 1908, the exports of toys from Germany to the United States amounted to 560 tons, as against 904 tons in January, 1907. The exports to England for January, 1908, were 387 tons, as against 625 tons in the corresponding month of last year, or a total decrease in the two countries of 582 tons. A somewhat similar decrease is also noted in toy shipments to Belgium, British India, the Argentine Republic, Brazil, and Canada, while exports to France, Austria-Hungary, Russia, and Switzerland show increases.

It is stated that, as a result of trade conditions, there has been a reduction of hours of labor in some of the toy factories and in the number of those employed in others. House industry is said to suffer especially as a result of these conditions, and difficulties appear in carrying out a proposed increase of from ten to fifteen per cent. in the price of German toys. The immediate outlook for the industry as a whole is pronounced not altogether favorable.

### High School Graduates in Business

The question is frequently asked, "Do high school graduates give satisfaction to business men?" In order to answer this question satisfactorily, a questionnaire was recently sent to each of the boys who had graduated from the Commercial Department of the Springfield (Mass.) high schools. The number of boys graduated from the commercial course since its establishment in 1898 is 76, and from these graduates 67 replies have been received. The following table of average earnings is based upon these replies:

Class	Years since graduation	First Salary (averages)	Present Salary (averages)	Yearly Inc. (averages)
1900	7½	\$308.50	\$1100.00	\$105.53
1901	6½	426.40	994.40	87.39
1902	5½	321.20	969.80	117.93
1903	4½	368.67	891.33	115.15
1904	3½	379.14	813.00	123.91
1905	2½	517.33	735.33	87.20
1906	1½	381.33	617.33	157.33
1907	1	392.64	461.00	136.72
Averages	4 years	\$386.90	\$822.77	\$116.52

The above table calls for very little comment. If the young men who have graduated from the commercial department have begun their employment with an average annual salary of approximately \$400, and if each of these has received an average annual increase in salary of over \$100, it would seem to be true that these boys have been successful in business, and that a high school education pays.

### Important Educational Meetings to be held in July:

June 29 to July 3—National Education Association, at Cleveland, Ohio. Address Dr. Irwin Shepard, Secretary, Winona, Minn.

July 6-9—Pennsylvania State Teachers' Association, at State College, Pa.

July 7, 8, 9—American Institute of Instruction, Burlington, Vt.

### Fulton Steamboat Centenary

It is one hundred years since New York City and its vicinity, and to a less degree all other parts of the country, were stirred up over the first voyage of the steam-navigated *Clermont*, on the Hudson River. An excellent description of the event and the circumstances connected with the beginnings of the steamboat is given in the "History of the City of New York," by Martha J. Lamb. A portion of the description is given herewith, for the benefit of teachers who wish to take up the matter in a special way in their several rooms during this centennial year. The history is published by A. S. Barnes & Company.

The year 1807 was rendered memorable in the history of New York by the experiment of Robert Fulton in steam navigation, which, unlike the experiments of his predecessors in that field of enterprise, was a successful application of the steam-engine to ship propulsion.

The *Clermont*, built under the direction of Fulton at the shipyard of Charles Brown, on the East River, was launched in New York waters early in the spring. While its machinery was being placed, its possibilities were denied, and proceedings were watched and criticised with as much incredulity as if the strange craft had been proclaimed a veritable Noah's Ark. In July, while the work was going forward, Fulton tried a notable experiment in the harbor with one of his torpedoes. He exploded an old brig at anchor near Governor's Island. In the next number of *Salmagundi* appeared a laughable account of the excitement into which the town was thrown by "an attempt to set the Hudson River on fire."

One bright midsummer day the *Clermont* was in readiness for a trial trip to Albany. Very few believed that it would ever reach its destination. The gentlemen whom Fulton invited to accompany him on this voyage were present with evident reluctance. They predicted disaster and wished they were well out of it. They stood around in groups silent and uneasy, as the signal was given, and the great uncouth wheels, without any wheel-houses, stirred the water into white foam, and the boat moved forward. Presently it stopped, and the crowd upon the river banks shouted in derision, while audible whispers of "I told you so" from those on board reached Fulton's ears. He had not been without his own anxieties from the first, as unexpected difficulties might arise in more than one direction; but he mounted a platform and assured his passengers that if they would indulge him one half-hour he would either go on or abandon the undertaking for that time.

This short respite was conceded without objection. He hurried below, and found the trouble to have been caused by the improper adjustment of some of the machinery, which was quickly remedied. His sensitive nature had been very much hurt by the witticisms of the press and still more by the lack of faith manifested by his friends; hence the occasion was for him one of keen solicitude. But the "horrible monster" steamed on, "breathing flames and smoke." Pine wood was used for fuel and the blaze often shot into the air considerably above the tall smoke-stack; and whenever the fire was stirred or replenished, immense columns of black smoke issued forth, mingled with sparks and a cloud of ashes. The terrific spectacle, especially after dark, appalled the crews of other vessels, who saw it rapidly approaching in spite of adverse wind and tide; many of them fell upon their knees in humble prayer for

protection, while others disappeared beneath their decks or escaped to the shore.

As this new-fangled craft was passing the Palisades, a wall of solid rock twenty miles long, the noise of her machinery and paddle-wheels so startled an honest countryman that he ran home to tell his wife he had seen "the devil on his way to Albany in a saw-mill."

At Clermont, the country-seat of Chancellor Livingston, Fulton paused to take in wood, and tarried for a short time. He reached Albany in safety and in triumph, having accomplished the distance of one hundred and fifty miles at the average rate of five miles per hour. He returned to New York City in two hours less time than had been consumed in going from New York to Albany. This was the first voyage of any considerable length ever made by a steam vessel in any quarter of the world.

While Fulton cannot be said to have originated steam navigation, nor, indeed, to have invented the mechanism which rendered steam possible and profitable in navigation, he is justly accorded the great honor of having been the first to secure that combination of means which brought the steam-boat into every-day use. His industry and ingenuity resulted also in the experimental determination of the magnitude and laws of ship resistance, together with the systematic proportioning of vessel and machinery to the work to be accomplished by them.

It is hardly remembered of Fulton that he was an artist of considerable merit, so closely have his name and fame been associated with mechanical achievements. When he first came to New York in 1785 he was only known as a miniature portrait painter. He had actually bought a small farm with his earnings in Philadelphia prior to that date—which speaks well for his industry, and for the appreciation of the good people of the Quaker City. He went to England and studied several years with Benjamin West, during which period he was one of the household of that great artist. He traveled about England with the design of studying the masterpieces of art in the rural mansions of the nobility. It was in the neighborhood of Exeter that he made the acquaintance of the Earl of Bridgewater, the famous parent of the canal system in England. Thru his advice and example, and the encouragement of Lord Stanhope, Fulton was led to adopt the profession of a civil engineer. Afterwards, in journeying thru Europe, he sketched picturesque figures by the wayside; and in Paris he executed the first panorama in that city.

As early as 1793 he proposed experiments in steam navigation to Lord Stanhope, and seems never to have lost sight of the subject. In Paris he succeeded so well with his submarine torpedoes and torpedo-boats that no little anxiety was created in the English mind; for war then existed. In France he lived with Joel Barlow, and studied the French, German, and Italian languages, and the higher branches of mechanical science. When Chancellor Livingston arrived as minister to the French Court, Fulton called upon him, and together they discussed the project of constructing a steamboat to be tried on the Seine. Fulton directed the work and it was completed in 1803. But the hull of the little vessel was too weak for its heavy machinery, and it broke in two and sank to the bottom of the Seine. This was, however, reconstructed and the little craft again steamed up the Seine in presence of an immense concourse of spectators, among whom was a committee from the National Academy, and the officers of Napo-

leon's staff. The trial was attended with apparent success, and yet Napoleon would not render Fulton any pecuniary aid. Livingston wrote home and procured an extension of the legislative act granted in 1798 by the State of New York, and thus secured the monopoly of the Hudson for a few years longer. He was more than ever convinced that a boat could be successfully moved by steam over the waters about New York. He had become an enthusiast on the subject, and his large wealth gave him confidence, and enabled him to accomplish what a mere inventor found impracticable. Fulton, under Livingston's pecuniary support, ordered an engine to be built by Boulton &



Portrait of Robert Fulton  
From Lamb's History of the City of New York

Watt, in England, from plans which he furnished. The engine was completed and sent to New York the latter part of 1806. The Chancellor had resigned his mission in 1805, traveled on the Continent for a few months, and reached New York about the same time, closely followed by Fulton. And the purse of the one and the genius of the other were applied lavishly to the production of results which were to mark an era in the science of navigation.

Fulton was a tall, slender, well-formed man, of quick perceptions, sound sense, graceful and pleasing manners, and voice of peculiar melody. His eyes were large, dark, and penetrating, and over his high forehead and about his neck were scattered curls of rich dark brown hair. His refined character rendered him a social favorite. At times his vivacity was singularly engaging, but usually he was reserved and serious, his features expressing deep thought. His portrait by Benjamin West seems to bring him before us in the flesh with all his lovable characteristics and grave disappointments. He was forty-two years of age when he demonstrated the utility of the steam-boat. He was at the time very deeply in love with Miss Harriet Livingston, the niece of the Chancellor, and early in the spring of 1808 their nuptials were celebrated with distinguished ceremony.

This was the season of Fulton's superlative glory. His triumph in the application of steam to navigation had opened to him the prospect of vast riches, thru the exclusive grant of the navigation of the Hudson. And he was caressed, applauded and honored.

The *Clermont* left New York again for Albany in October, 1807, with ninety passengers. She was repaired and enlarged during the following winter, and in the summer of 1808 advertised as a regular passenger boat between New York and Albany. Meanwhile Fulton built other steam-boats; each one larger than its predecessor, and abounding in improvements.

The reaction came swiftly. Prosperity is always exposed to some severe test. Fulton found that improvements in machinery, and the demands of travel, rapidly increasing, occasioned perpetual expense. He was, moreover, beset with legal difficulties touching the right of exclusive navigation of the Hudson. New Jersey claimed that it was too wide a privilege to be given by the legislature of a single State. And inventors were springing up in various quarters, as is usually the case after a fact is established, to deny his having originated a single mechanical idea. They said in England, where, prior to 1811, steam navigation had practically no existence, that he had visited Symmington and made drawings of the machinery of the unfortunate *Charlotte Dundas*, which, built to tow vessels on the Forth and Clyde Canal, was abandoned because its paddles washed down the bank in an alarming manner. The friends of John Fitch quoted his unique steamboat on the Delaware twenty years before, which moved at the rate of four miles an hour—altho its boiler burst before proceeding far, and no practical results followed. All the immature schemes and various experiments of ingenious mechanics, for a score of years, were used to invalidate Fulton's pretensions as an inventor of the steamboat. Claimants for the honor arose on every hand. It was said that Fulton employed men in building the *Clermont* who had been brought from Germany and trained by Nicholas Roosevelt, and that he used the side-wheels invented by Roosevelt. Fulton and Roosevelt were subsequently associated in the introduction of steam-vessels on the western waters, establishing a shipyards at Pittsburgh and building the *New Orleans*, the pioneer steamer of the Mississippi, in 1811.

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The Bausch & Lomb Optical Company has issued a pamphlet entitled, "A Triple Alliance in Optics," which ought to prove of vital interest to scientists and teachers who are users of optical and scientific instruments. It may be obtained upon application at the headquarters, Rochester, N. Y.

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A new edition of "Esperanto in Twenty Lessons," by C. S. Griffin, is under way and will shortly be ready for distribution. The proofs of the new book have been examined and revised by Prof. George B. Viles, of Ohio University, and president of the American Esperanto Association, and have been also gone over and approved by Edward Privat, secretary of the Esperanto World Congress and representative of Dr. Zamenhoff in this country. The revision of this book, which in its general plan and treatment is generally considered the best on the market, will render "Esperanto in Twenty Lessons" the best exponent of the language to be found for the use of English students. (A. S. Barnes & Company, publishers.)

## Letters

### Shall Young America Be Whipped

I can not answer for others, but in many years of teaching I have not found whipping necessary. This is not because I have had easy schools, for I have had very hard schools. It is not because I possess any unusual power, for unless an understanding of youth is power, I possess nothing not possessed by others.

In one school a teacher went home, because she could not govern the pupils. One who had been a former teacher deplored my acceptance of the school, saying they were so bad, I could do nothing with them. We had a lovely year, as happy as could be. On rainy days all were present, for on those days we had extra good times. We passed examinations with flying colors, and passed on into the next grade.

A year went by and again the same grade was in insurrection. I was in a grade above, and could not help out. The year before they told me that my own grade was the worst in the building, now it had the best reputation of any. Every day was a happy day, filled with good cheer and interest. That year we sent some of our daily work up to an exhibit in Boston. They told me the work attracted much attention.

Again, I had a very hard school of boys. There were seventy in my department, and they were of a rough class. I trusted them, I believed in them. They did not fail me. I could leave the room for fifteen minutes, if necessary, and find them in order when I returned. The superintendent came to visit us. He told the teacher in the next room he never saw anything like it. I used to talk to the boys about what they meant to be when they were men. They gave especial attention to the subjects that would help out their plans and dreams.

The president of the school took me to the station when school was out. I said, "What a fine boy S—— is!" "S——," said he, "why he is the worst boy we have. The superintendent can do nothing with him." I was sincerely surprised. I had not once mistrusted he was bad.

I have often affirmed in the columns of this paper, that there are no bad children. There may be, and undoubtedly are, both boys and girls who have fallen into bad ways or have bad tendencies by heredity, but the ways and tendencies are not the sum total of the children, and ways and tendencies can give place to better things with the help of a good friend.

Every teacher should be the good friend of every boy and girl committed to his trust. A good friend does not whip. He has no need. Once I came near whipping a little hand. The hand had been very naughty, and had disobeyed repeatedly. The small owner was new in school, and the fingers would drum on the desk, probably in reply to some jingle in the brain. My patience was worn. I said, "Tommy, you may remain after the others pass out." Tommy remained. I called him to my desk. I said, "Do you not think fingers so disobedient ought to be whipped?" He affirmed they had. I said, "Do you not think your mama would feel very bad if she knew how you have done today?" He said, "My mama's dead." Something pulled at my heart; there were tears in my eyes. I took the hand in both of mine, and drew the little boy nearer, and we had a long, quiet talk about the mama who was dead. We said no more about the hand, but neither it nor its master ever troubled me again. We were friends.

North Carolina.

A. A. F.

# The Lessons of the Collinwood Fire

(From "The Journal of Fire.")

The school building at North Collinwood, near Cleveland, Ohio, in which more than 160 school children were recently burned to death, was a brick structure with wood floor beams, three stories and basement in height and of moderate area. In plan the building was a large rotunda, around which the classrooms were grouped. In halls opening on the rotunda were two stairways opposite each other and leading to the front and rear entrances on the first floor. A fire escape on one side of the building completed the means of exit.

One stairway, that in the front of the building, extended to the basement, and up this stairway smoke and flames appeared about 9:30 a. m., March 4th. The cause of the fire was probably rubbish in closets near or under the basement stairway catching fire. It is, of course, possible that steam pipes started fire back of the plaster on the basement ceiling, but this idea is somewhat discounted because such fires usually announce their presence by smoke some time before the flames break out. The origin of the fire, however, is less important than the succeeding causes, which made it a catastrophe.

The fire drill in the school provided for the classes using the two stairways and the two doorways, front and rear. When the bells were rung the drill proceeded as arranged. The lines of children accustomed to use the front doorway passed out this way until the smoke and flames coming up the basement stairs stopped the use of this exit. Some of the pupils were turned back and got out the windows and down the fire escapes.

The great loss of life was among the classes accustomed to use the rear doorways. The children became jammed in the vestibule, and the struggling heap of teachers and children was packed so tightly that hardly any could be pulled out by main force before the flames reached them, which happened within a few minutes.

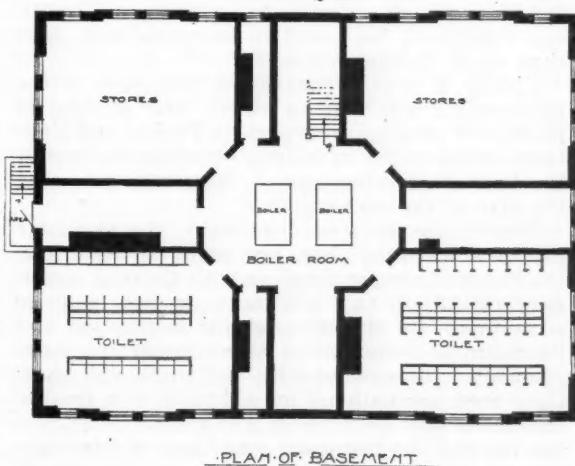
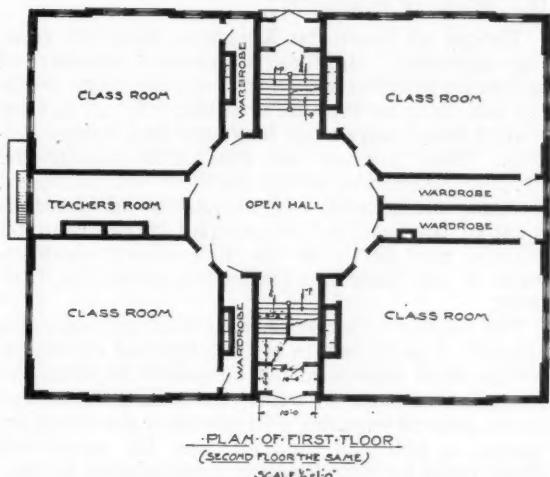
Once the fire got a hold on the first floor, the flames were directed from the front stairway clear across the rotunda and right upon the mass of struggling children. This action of the fire is perfectly understood by fire engineers. The natural vertical rise of the fire up the front stairway and the rotunda was insufficient to counteract the stronger horizontal inclination made by two doorways being directly in a line. The opening of the two doors made a strong draft, and as the wind was blowing from the front toward the rear this circumstance helped the spread of the fire across the building.

The congestion of the children at the rear doorway, which very materially increased the loss of life, was due in a large measure to the arrangement of the exit doors, which were a pair of doors, swinging outward. One of the doors happened to be bolted at the top, so that the space made by only one door could be used. The amount of exit space, moreover, was decreased by the method of hanging the doors. It appears that the outside doorway was an arch in the brick wall, so low and narrow that in order to have the inner doors swing clear of the brick-work they were set back five feet, and also hung on partitions, which were offset from the side walls. The use of these offsets reduced the normal width of the exit space from ten feet four inches in the vestibule to four feet six inches from the offset to the stair rail,

and to five feet four inches at the doors, when both doors were swung open. Only one of the doors was open, however, and the exit was further reduced to two feet eight inches. To make matters worse, the presence of the offsets compelled the children to make a turn to the left, while the closed door compelled another turn to the right. These turns, as well as the very limited space, is sufficient explanation for the congestion in the vestibule.

In the face of the results, the press and the public generally now realize that the building was extremely dangerous and unsafe for use as a school building. Similar conditions exist in thousands of other schools, and if the responsible authorities would only realize that there are available knowledge and experience to improve these conditions similar catastrophes could be prevented in the near future. This fire has revealed nothing that was not already known, or that proper inspection by a competent fire engineer would not have discovered and caused to be remedied.

The building, of course, was faultily planned in respect to the unenclosed stairways and the character and the location of these stairways, but this defect, the most dangerous of all, could have been



The School Building at North Collingwood, O.  
From sketches and measurements made by C. B. J. Snyder, Superintendent of School Buildings and Architect to the Board of Education, New York

remedied at slight cost and no inconvenience. The basement stairway could have been effectively cut off, which would have kept the fire confined to the basement for some time. Two fire walls or stops could have been made by placing fireproof doors at the brick walls, which separated the rotunda from the front and rear vestibules. This slight construction improvement would have made the building practically absolutely safe, as far as the danger to life was concerned, for it is a reasonable certainty that if these fire stops were in place the children would have surely gotten out of the building before the flames reached them.

The existence of unsafe heating apparatus or inflammable materials near the basement stairs would have been pointed out by a fire engineer, as well as the dangerous manner in which the rear doors were hung to the partitions or offsets.

### German-American Exchange of Teachers of Secondary Schools

By L. R. KLEMM, Washington, D. C.

The press of Germany recently made some interesting remarks concerning the proposed exchange of high school and college teachers between Germany and the United States, showing that the editors are fully alive to the importance of the move. The Cologne *Gazette* of April 30, 1908, reports the steps taken, announces the names of the committee members, and then makes the following comments:

Looked at from the American point of view, the agreement signifies a practical manner of gathering information on the part of college teachers who have an especial scientific interest in Germany; above all, in its language and school system. Their number has diminished during the present generation, owing partly to the decreased German immigration and its consequent abandonment of the teaching of German in the common schools, and partly to the independent development of the American higher educational institutions.

The matter of expense, also, will influence the number of participants in the proposed exchange, for the hope expressed by the committee, that the American schools, in which the selected teachers are at present engaged, will pay their traveling expenses, is not well founded; and the salary offered them by the Prussian government, to wit, \$25.00 to \$27.50 a month, is, according to American standards, too small to be considered more than mere "pocket money."

Finally, it is to be considered, that many of the participants will wish to utilize their sojourn in Europe by making excursions to France and England, which would, of course, be at the expense of the immediate intentions of those who proposed the plan of the exchange.

Despite the obvious drawbacks, the exchange proposed will take place, and many an American teacher will become familiar with German secondary education, and will learn its two superior advantages, its strictly scientific instruction and its minutely systematized organization and management. Intercourse with our youth will show these men our national individuality in a fresher and truer way than books and magazine articles can do, and the historical conditions of our institutions will be revealed to them in the schoolroom as thru a convex lens.

The German teachers, who are to spend eight months in American colleges, or in high schools, will experience the fact that America can teach

them just as much as the oldest seats of culture in Europe. During the intercourse with the youths of the land, the youth of the American national spirit will be revealed to them, and they will enjoy the charm of this youth, which cannot be described, nor bottled up and sent to Europe, but which acts inspiring upon every receptive mind, and perhaps demonstrates in the simplest manner the secret of the wonderful adaptability of the people.

Gropingly they will discover new land under their feet; they will imbibe and understand new ideas of State and government, school and church, police and civil officers, professions and social classes; they will rid themselves of inherited prejudices, and will learn to value the liberty of life, as America teaches it, as they learned to value the liberty of thought which their universities have been teaching them.

Naturally, the imperfections of this youthful nation will not escape them:—Its want of common interests; its national vanity; its mechanical mode of thinking, which is apt to treat all problems alike; its love of the absurd and of abrupt effects; its undeveloped artistic taste. All these things they will learn even in the schoolroom.

But they also will learn to believe that these imperfections will vanish, when the years of maturity come, as America itself believes. And in such courageous faith of youth they also will discover the secret of its power. Thus the structure of the American school system, compared with the German, may appear to them as a roughly fashioned loghouse, for it lacks both the uniformly scientifically prepared body of teachers, as well as systematic articulation in its structure. But in this loghouse they will find a race growing up which is joyously learning and strong-willed; a race which is not made to dislike school by moss-grown pedantry, and whose energy for entering life's struggle is not broken by short-sighted pedagogues. If they are not mentally blind, these teachers will return to Germany full of good-will, and more than ever willing to give to youth "the things that are youth's."

### Where Teachers Are Appreciated

A recent report from the Association of College Alumnæ of the United States contains the following interesting statement:

"There are now in the United States retired teachers drawing for the remainder of their lives \$2,000 per year and upwards from the Argentine Republic, and next year will see a native of Erie County added to their number. The occasion of the retirement of a teacher is made the crowning day of his life. Greater honors could hardly be shown a human being. Moreover, there is the disposition as the term of service draws to a close to advance the salary so that the teacher may retire on a larger pension. Is it surprising that one will forego the larger financial gains of other professions to follow teaching under such conditions? Is it surprising that with men and women of eminent ability and high character to develop an educational system that affords the most thorough training for every child, even in the most remote valley of the Andes, the Argentine Republic has made such phenomenal advance, or that, in matters where intelligence counts, such as educational facilities, free libraries, public sanitation, pure food and water supply, and low death rate, Buenos Ayres leads New York? Liberality in education has proved to be the truest economy and the wisest state policy."

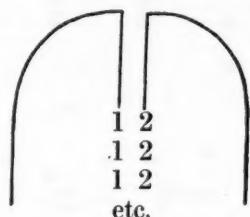
# Folk Dances in the Grammar School

By CAROLINE CRAWFORD, Teachers' College, N. Y.

## HARVEST DANCE

The dance is one of the most charming of all the northern folk dances. Because of its developed pantomime expression, it occupies a very high place among the early types of folk drama. The story of the summer's life is told with the naivete of childhood. The bit of a love story at the end of the dance is an integral part of the whole, and forms the climax of the summer's life. The rhythm most prominent in the dance comes from the movement of the reapers.

The dancers form in a double line for a procession. The inner hands are joined; in the outer they carry rakes, or rakes and sickles. The implements are carried over the shoulder.



### Part I

The players turn face to face and step forward (first beat), bring the rear foot up and place it just behind the forward foot (second beat), spring to the forward foot with a very slight leap in the air (third beat), hold the position with the body balanced slightly forward (fourth beat, measure one). The arms are swung backward, upward during this measure.

Swing the rear foot around to the front, dancers facing away from each other and repeat the steps of the first measure (measure two). The arms are swung forward, upward during this measure.

Continue the steps while the procession passes down the center of the floor. Then the dancers repeat and form in two lines at either side of the room, each line following its own leader. The free arm is placed akimbo.

1	2
1	2
1	2
etc.	

### Part II

Both lines left face (one line then faces outward and the other inward), all start with the right foot, step sideward right (first beat), swing the body around toward the right describing a half circle, swing the left foot with the body and step on the left (second beat), bring the right foot up to the left and change weight (third beat, measure one).

Step sideward left (first beat), swing the body half way around toward the left describing a half circle, swing the right foot with the body and step on the right (second beat), bring the left foot up to the right and change weight (third beat, measure two).

Repeat the movement (measures three to eight).

Repeat as many times as necessary for the movement.

The dancers in each line follow the leaders. They all pass one by one at the forward end of the room. At the beginning of the movement the two lines should stand far enough apart so that the leaders may pass each other on the third measure. On the fourth measure the second dancers in the line pass each other, and so on until both lines have woven past each other. All in the one line face outward, while all in the other line face inward. Repeat the movement down the sides and pass again at the other end of the room; they then continue the movement up the sides to the starting places. This figure leaves the lines in the starting position, with the exception that they all face toward the center during the last measure of music.

1
1
1
etc.

### Part III

Numbers One stand in place with the rakes over their shoulders. Numbers Two all left face at the introductory chord, step sideward with the right foot (first beat), swing the body in a half circle toward the right, swing the left foot with the body and step sideward left, at the same time swing the rake down in front of the body (second beat), bring the right foot up to the left and change the weight to it (third beat, measure one).

Step sideward with the left foot (first beat), swing the body in a half circle toward the left, swing the right foot with the body, and step sideward with the right foot, at the same time raking the grain (second beat), bring the left foot up to the right and change the weight to it (third beat, measure two).

Repeat the above movement (measures three to six).

This brings the line (Numbers Two) up in front of Numbers One. They then swing the rakes over the shoulder and walk six steps backward to place (measures seven and eight).

The whole movement is repeated by Numbers One while Numbers Two stand in place. This swinging movement is very simple if the movement of reaping grain is recalled.

### Part IV

During this movement the rakes remain on the shoulder. On the first beat Numbers One right about face, while Numbers Two walk six steps forward and stop immediately behind Numbers One (measure one and two).

Every Number Two looks over the left shoulder of the one standing in front, while the one in front looks toward the right (measure three).

Number Two then looks over the right shoulder and Number One looks toward the left (measure four).

Repeat (measures five and six).

Numbers Two then walk six steps backward to place, while Numbers One, on the first beat of

the seventh measure left about face in the line (measures seven and eight).

The whole movement is repeated, but when Number Two looks over the left shoulder Number One also looks toward the left. In this movement the players look toward instead of away from each other (measures one to eight).

The whole movement is again repeated, Numbers One walking forward and Numbers Two turning on place. But when the seventh and

eighth measures are played the last time, Numbers One take Numbers Two by the hand and all take two sliding steps sideward to the middle of the floor.

#### Part V

The players are now all in a line for the next part of the dance. The music and step of this movement are the same as in the first part of the dance. The line forms, however, in three groups

### HARVEST DANCE.

#### PART I.

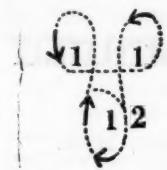
#### PART V.

The musical score consists of five staves of music. The top two staves represent Part I, and the bottom three staves represent Part V. The music is in common time with a key signature of one sharp. The notes are primarily eighth and sixteenth notes, with some quarter notes and rests. Measures 1-8 are shown, followed by a repeat sign and measures 9-16.

#### PART II.

The musical score consists of two staves of music. The top staff represents Part II. The music is in 3/4 time with a key signature of one sharp. The notes are primarily eighth and sixteenth notes, with a fermata over the first note of the second measure.

of three couples in each group. Instead of going immediately off the floor, each group forms a



small circle toward the left side. Numbers One

kneel, while Numbers Two pass around the kneeling players. Each one passes behind her own partner, then passes in front of and around the next one, and in front of and around the third, and to her own partner again. Numbers Two should all start together and return to their places on the same beat. As soon as Numbers Two have returned to their places in the circle, Numbers One all stand, and they all dance off the floor in one long line, as they entered in the beginning

of the dance.

PART III.

PART IV.

# English Composition in the Grammar School

By HARRIET E. PEET, State Normal School, Salem, Mass.

## Humor and Nonsense

### Bibliography

- "Alice in Wonderland," Lewis Carroll.
- "Through the Looking-glass," Lewis Carroll.
- "Uncle Remus, His Songs and Sayings," Joel Chandler Harris.
- "Nights with Uncle Remus," Joel Chandler Harris.
- "How I Killed a Bear," Charles Dudley Warner.
- "Rip Van Winkle," Washington Irving.
- "The Legend of Sleepy Hollow," Washington Irving.
- "The Deacon's Masterpiece," Oliver Wendell Holmes.
- "The Broomstick Train," Oliver Wendell Holmes.
- "How the Old Horse Won the Bet," Oliver Wendell Holmes.
- "The Height of the Ridiculous," Oliver Wendell Holmes.
- Selections from Eugene Field, James Whitcomb Riley, and Paul Lawrence Dunbar.
- "Helen's Babies" (selections only), Habberton.
- "Mollie and the Unwisenman," John Kendrick Bangs.
- "The Wizard of Oz," Frank Baum.
- "Queen Xixi of Ix," Frank Baum.
- Children's Sayings, "Little Chronicle," and current magazines.
- "Nonsense Books" (Laughable Lyrics, etc.), Edw. Lear.
- "Nonsense Anthology," Caroline Wells.
- "A Child's Primer of Natural History," Oliver Herford.
- "Just So Stories," Rudyard Kipling.

The school readers of a generation ago were filled with melancholy literature on the shortness of life, the vanity of human endeavor and the bleakness of things in general.

"I feel like one  
Who treads alone  
Some banquet-hall deserted,  
Whose lights are fled,  
Whose garlands dead,  
And all but he departed."

The more recent books contain matter somewhat more optimistic in tone, but as yet no books, other than a few primers and first readers, have responded sufficiently to the light-hearted, merry spirit which is one of the greatest charms of childhood.

Children are fond of stories about baby brothers and sisters; of rhymes and jingles that please the ear with their rhythm and the fancy with their absurdity; of tales and pictures of impossible people and deeds; as well as of more rollicking humor and fun. The taste for such things is to be cultivated, but teachers, with their overconscientiousness, often look askance at the craving and leave the gratification of it to the coarse pictures of the Sunday papers, when the children imbibe low morals along with the humor. These teachers either fail to realize what a humanizing influence humor has in its ability to promote good-fellowship, or they fail to see how much they, as teachers, can help the children to discriminate between the refined and the vulgar, what is legitimate and what is illegitimate.

Things are humorous when two ideas widely differing in character are brought into unexpected collision with one another. There must be a subtle identity between them, accompanied by an element of surprise. Children laugh when a person falls down because the unexpected has happened. A man lying flat upon a slippery walk is not amusing. The thing that makes the humor is the unexpected change in the idea of the man standing in dignity, his mind calm, to the idea of him, the same man, on the ground, his clothes disordered and his mind in a state of surprise. Children laugh at a drunken man or some one in trouble much as our Elizabethan ancestors did at the insane. It is not because they are hard-hearted and cruel, but because their attention is in the inconsistency in their actions. The surprise element overmasters any other feeling and fills them with mirth.

Children, further, are more alive to what pleases the senses than is an adult. They laugh more at the sound of things and the mere sights. The name Yangy-Bongy-Bo and the classic nonsense bearing that title is amusing to a child chiefly from the sound, although the fact that it should mean something and does not form part of its attractiveness to children. This type of humor is found throughout "Lear" and in "Alice in Wonderland." The reason it appeals so to children is probably because the discrepancy between the customary and the unexpected is so extreme.

### THE JABBERWOCKY

" 'Twas brillig and the slithy toves  
Did gyre and gimbel in the wabe;  
All mimsy were the borogoves,  
And the mome raths outgrabe.

He took his vorpal sword in hand:  
Long time the maxome foe he sought—  
So rested he by the Tumtum tree,  
And stood awhile in thought.

And as in uffish thought he stood,  
The Jabberwock, with eyes of flame,  
Came whiffling thru the tulgey wood,  
And burbled as it came!

One, two! One, two! And thru and thru  
The vorpal blade went snicker-snack!  
He left him dead, and with its head  
He went galumphing back," etc., etc.

" 'Somehow,' said Alice, 'it seems to fill my head with ideas—only I don't exactly know what they are!'

A more subtle form of nonsense and humor is found in the Turtle's Story, Tweedle-dum, Live Flowers and many other parts of "Alice"; in the conundrums and riddles which the children love to give; and in children's sayings. In none of these, however, should we look for the rollicking humor which causes a hearty laugh. This literature belongs more to what we call wit.

## LIVE FLOWERS

"O, Tiger-lily," said Alice, "I wish you could talk!"  
"We can talk," said the Tiger-lily: "when there's anybody worth talking to."

At length, as the Tiger-lily only went on waving about, Alice spoke again, in a timid voice—almost a whisper: "And can all the flowers talk?"

"As well as you can," said the Tiger-lily. "And a great deal louder."

"Her face has got some sense in it, tho' it's not a clever one!" said the Rose. "Still, you're the right color, and that goes a long way."

"I don't care about the color," the Tiger-lily remarked. "If only her petals curled up a little more, she'd be all right."

Alice didn't like being criticised, so she began asking questions. "Aren't you sometimes frightened at being planted out here with nobody to take care of you?"

"There's the tree in the middle," said the Rose: "what else is it good for?"

"But what could it do, if any danger came?" Alice asked.

"It could bark," said the Rose.

"It says 'Bough-wough!'" cried a Daisy, "that's why its branches are called boughs!"

The more vigorous type of humor, such as you find in "Tom Sawyer," "Huckleberry Finn," tends to be less refined. It is with this type that the most caution must be used in selection. We have, at least, one writer along this line, of whom we need never be afraid. He is Oliver Wendell Holmes. The "Height of the Ridiculous" is a good example of this type:

I wrote some lines once on a time  
In wondrous, merry mood,  
And thought, as usual, men would say  
They were exceeding good.

They were so queer, so very queer,  
I laughed as I would die;  
Albeit, in the general way,  
A sober man am I.

I called my servant, and he came:  
How kind it was of him  
To mind a slender man like me,  
He of the mighty limb!

"These to the printer," I exclaimed,  
And in my humorous way,  
I added (as a trifling jest),  
"There'll be the something to pay."

He took the paper, and I watched,  
And saw him peep within;  
At the first line he read, his face  
Was all upon the grin.

He read the next; the grin grew broad,  
And shot from ear to ear.  
He read the third; a chuckling noise  
I now began to hear.

The fourth; he broke into a roar;  
The fifth; his waistband split;  
The sixth; he burst five buttons off,  
And tumbled in a fit.

Ten days and nights, with sleepless eye,  
I watched that wretched man,  
And since, I never dare to write  
As funny as I can.

## Method

Most humor loses its force if the audience is already familiar with the situation. In the composition work, therefore, the humor selected must for the most part be creatively treated. There must be something new in the reproduction. This new element may be either the form or the subject matter. Nonsense rhymes, such as jingles and limericks, may be directly parodied; that is, the children may imitate the form but furnish their own subjects and material. But in literature, when the humor lies in the characters and situation rather than in a jingling form, the tendency is to use the same subject matter but to give the children leeway as to form.

Such limericks as the following are easily imitated. The value of the work lies chiefly in the search which the children must make for their material, and in the training in rhythm which it gives them.

## THE SEA

Behold the wonders of the mighty deep,  
Where crabs and lobsters learn to creep,  
And little fishes learn to swim,  
And clumsy sailors tumble in.

—ANON.

There was a Young Lady of Norway,  
Who casually sat in a doorway;  
When the door squeezed her flat, she exclaimed, "What of  
that?"

This courageous Young Lady of Norway.

—EDW. LEAR.

There was an old man who said, "How  
Shall I flee from this horrible Cow?  
I will sit on this stile, and continue to smile,  
Which may soften the heart of that Cow."

—EDW. LEAR.

There was an old person of Ware,  
Who rode on the back of a bear;  
When they asked, "Does it trot?" he said, "Certainly not!  
He's a Moppsikon Floppskon bear!"

—EDW. LEAR.

There was an old man who said, "Hush!  
I perceive a young bird in this bush!"  
When they said, "Is it small?" he replied, "Not at all;  
It is four times as big as the bush!"

—EDW. LEAR.

The humor which requires the second method of treatment is found in such stories as "The Legend of Sleepy Hollow," "Rip Van Winkle" and Charles Dudley Warner's "How I Killed a Bear." The class are given opportunities to make up new experiences for the characters or to elaborate old ones, through the use of detail. After reading "How I Killed a Bear," the class may write adventures of their own, using their imaginations as far as they wish, but keeping always within the range of the plausible. With "Rip Van Winkle" the children will enjoy writing monologues and dramatic scenes, giving Rip's adventures with the children, his conversations with Wolf and with Dame Van Winkle, and his sensations when he awakens after his twenty years' sleep upon the mountain. With the "Legend of Sleepy Hollow" such topics as "A Day in Ichabod's School," "An Encounter with Ichabod Crane," "Ichabod and His Rival," "A Lonely Walk," "At the Quilting

Bee," "The Jilted Lover," "The Midnight Ride," all give the children an opportunity for originality and humor. The following compositions by seventh grade children show how the pupils may be original in working out the details of a situation and how sometimes they enjoy retelling a story in rhyme:

#### THE PARSON'S FALL

You have surely heard of the "Wonderful One-hoss Shay"! Also about the parson's fall. The clock on the church had just struck half-past nine. The poor, astonished parson was sitting in the midst of the wrecked chaise trying to collect his scattered wits. His tall stove-pipe hat lay on the ground, his high collar was stabbing his neck at every decided nod. His astonished face and white lips, his gray hair standing on end, all topped by the hood of the shay, made him a spectacle!

#### THE PARSON

The parson was driving at the foot of a high hill thinking of his sermon. He had just got into the fifthly when, with a face of ghostly white, and eyes as big as his spectacles on his nose, his mouth wide open, his hat crushed on the side of his head, his cloak in the air, with his necktie, his collar opened and his hair on end, sat the parson, partly covered with the wonderful one-horse shay.

#### THE WONDERFUL ONE-HOSS SHAY

In the year of seventeen fifty-five,  
When George Secondus was still alive,  
A deacon declared he would make a shay  
That would last one hundred years to a day.  
He found the strongest oak in the town  
And made it so strong that it wouldn't break down.  
Sons and grandsons passed away,  
But as new as ever was the one-hoss shay.  
Eighteen hundred and fifty-five,  
The parson thought he'd go out for a ride.  
"Hiddup," said the parson and away went the shay  
Drawn by a rat-tailed, ewe-necked bay.  
While seated in the shay reading his text,  
When, "O Moses," the parson wondered what next!  
It was half-past nine by the village clock,  
When the parson found himself upon a rock.  
He rubbed his eyes and looked around,  
Glanced at the shay in a heap on the ground.  
And this is the end of the one-hoss shay,  
That lasted one-hundred years to a day.

It is not necessary to have the children write humorously of humorous literature. It may, of course, be treated as any other literature. Reviews, descriptions, character-sketches may be written with no motive than of being appreciative. However, the more humor which the children can create themselves, the greater will be their enjoyment of the work. The teacher must, of course, select only things of which she herself is appreciative. She must guide the class to be temperate and discriminating. This is best done, perhaps, by a continual presentation of the work to the class by the children. The pupils now see what is successful and what is not.

There is one class of literature which bears direct reproduction, the humor of the home. The children should be encouraged to bring in amusing incidents about little children, their pets and amusing anecdotes which they read in the papers. This will help them to discriminate between what is appropriate to tell before an audience, give them help in their vocabularies and aid them materially in composing a story so that it is effective.

Conundrums and riddles are also a resource in this work, which should be for the most part oral rather than written work. Such anecdotes as these from the "Little Chronicle" are useful to the children for reproduction:

#### BEATEN PATHS

Little George said to his mother:

"Mamma, when I go to school I want you to get me second-hand books."

"Why?" asked his mother.

"Because," replied George, "second-hand books are easier than new ones, for they have been learned once."

#### HAD JUST BEGUN TO LIVE

"Have you lived here all your life?" asked a friend of five-year-old John.

"Not yet," answered John.

#### THE FOLIAGE OF THE EGG PLANT

Four-year-old Dwight had heard his mother talking about the trees leafing out, and a few days later he saw some tiny chickens just feathering out and said:

"Oh, Mamma, these chickens are just leafing out."

#### HER STREET COSTUME

On hearing his mother remark that Mrs. Russell was going by, Paul, aged three, thinking of another lady of that name, said:

"Well, if it is, she's changed her face, then."

#### DEDICATED TO A BETTER PURPOSE

One morning at the breakfast table, George's mother noticed him wiping his mouth with his hand.

She said, "You should always use your napkin, Georgie."

"I am using it, Mamma. I've got Fido tied to the leg of the table with it."

The following are original jingles by normal school students:

A wise old owl  
Sat on a tree  
Winking, blinking.  
Said the owl to the wind,  
"Don't shake this tree,  
For I'm thinking, thinking."

If I had a penny  
And you hadn't any,  
What do you think I'd do?  
I'd buy a candy stick  
That was long and thick,  
And give one-half to you.

Johnnie took his doggie,  
His mother said he might.  
Johnnie took his doggie,  
It was his great delight.  
Johnnie lost his doggie,  
It gave him such a fright.  
Johnnie found his doggie,  
And hugged him all the night.

There was once a little mouse,  
He raced and ran about the house,  
He put on his cap,  
Walked into a trap  
And tore quite a hole in his blouse.

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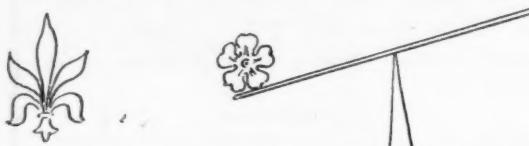
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## How Boys Were Taught to Observe

By THOMAS TRYON, New York

When children have been sufficiently trained in the exercise of the appreciation of the thought which inspires design, and have been drilled in observation long enough to reproduce the thought as expressed by another, and also to express their own thought in simple fashion, it becomes necessary for the further development of the artistic sense that they must appreciate some of the underlying truths or laws which go to make up beautiful objects.



The whole question of balance in design is one of sense and appreciation, as indeed are the questions of rhythm and composition. In decoration it is more the feeling for these elements of beauty that one must cultivate than the laying down of hard-and-fast rules for such work.

Some of the greatest decorative compositions in the world have been made thus; one side of the picture was a mass of figures grouped together as a whole, while on the other side was a single figure, which balanced the group of many figures on the opposite side. In other words, the point of support upon the imaginary plane which carried the group of figures upon the one hand, and the single figure upon the other hand, was made evident to the observer, without his knowing it, at the first glance. This may be done by light and shadow, or by color, or by an arrangement of cleverly disposed objects in different planes.

It will not be long before your pupils begin to realize that there is nothing done without a rule, and that every good design is an orderly arrangement of parts, and these parts follow laws, often apparently obscure, but always capable of demonstration, therefore let your class place within their frame some spot, suggesting to them that they make it as beautiful as they can, no matter what it suggests. Each child will have some idea which he wishes to express. Then take the spot wherever the child has put it, and get him to show by demonstration that with a spot of that kind it must be balanced on the other side of the space, by a spot either of equal size and interest, or of smaller size and greater interest.

Explain to them as they progress in the work that a picture is made of planes, and let me say here that the progress will be slow, for it is not to be expected that this idea will be grasped immediately by young children, that the value of an undecorative space may be as cogent as a decorative space, that you can place a tree on one side of your picture, with nothing but a blank wall on the other side and still have a beautiful composition, for the wall must be as interesting as, or more so, than the tree; otherwise the mind has a sense of unbalance, or lack of equilibrium, in the composition.

At first it seems best to avoid as much as possible with children any suggestion of representation in these compositions, until they become accustomed to the idea of using spots, and also of placing the spots in such a way in their frames

that the spots will make agreeable, well-balanced compositions, as spots only, for it is a mistake to make the subject or a principle like this so complicated that it cannot be readily understood and nothing makes clear the whole manner of balance so well as the see-saw idea.

It is desirable to familiarize the children by means of tracing paper with well-balanced compositions, and the principles must be reduced to simple lines. Do not leave a question like this until your class is quite familiar with the principles involved, and let them practice the making of such compositions for many hours, before turning to the second consideration, that of RHYTHM.

This like balance must be taught in the simplest way possible. Rhythm is consistent movement, and in the case of drawing it is the expression of consistent movement. Let the children watch the curl of smoke from a chimney, or the steady rise and fall of the ocean. Let them listen to the rhythmic sound of a horse's hoofs as he trots by, even familiarizing them with the unerring movement of their own heart, then show them that lines can express the same idea.

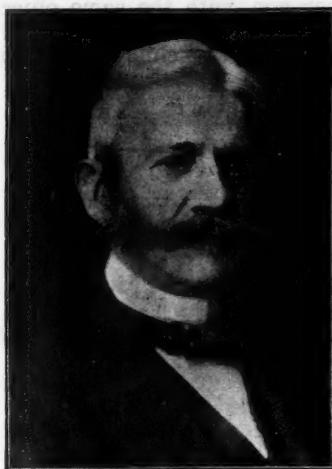
These lines will show, as in No. 1 and No. 2, the steady movement of line from one direction to an-



other, and the agreeable sense that is produced by this undeviating motion of the lines, while No. 3 and No. 4 show lines which are not agreeable in this way. It may be, possibly, too deep a discussion to enter into with very young children, that one can express motion by lines, but, it is possible, and when a composition is desired to produce the effect of agitation, you will find that with the pupils who are so trained, their hands and eyes will make the proper lines and angles, and produce the desired effect.

In explaining rhythm to the children do not use spots, as was suggested for balance, but lines, and as your class becomes familiar with the use of rhythmic lines and the use of well-balanced spots, the whole resolves itself into the discussion of HARMONY.

This is made simply by emphasizing this point — that spots and lines have something in common, and it is interesting and extremely valuable to set your pupils to task looking for the harmo-



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nies between the compositions of spots and lines. Having, then, in the early part of this study in observation the material well in hand, the time has arrived for the making of compositions.

Composition is emphatically individual—one

mind may compose a given series of objects agreeably, while another one, with the same objects, will not produce an agreeable composition, and it is difficult to make the young child see why one is good and the other not good.

## Pasquale Visits the Play

BY MATTIE GRIFFITH SATTERIE, New York.

I must explain. Pasquale and Giovanni, with three other boys of the same age (they were all sixteen years old), formed a brilliant quintette of choice spirits. The five boys were a self-constituted guard of honor to my humble self. Their mellifluous names were Pasquale, Giovanni, Giuseppe, Luigi and Peppino. They had passed thru the curriculum of my school and altho they had been promoted on to the greater possibilities and grander range of the public school, they never forgot their old haunts, which they briefly described as "Miss Satterie's little place."

They considered (as was plain to my amused intelligence) that it was absolutely essential to visit me as often as they conveniently could manage such visits, either individually or collectively. I cannot describe how exceedingly funny it was to see, as the days expanded into weeks, months and years, that these boys considered I was a person to be taken care of, that I was a creature living in the conventional seclusion and purity of books and little children, and consequently knew nothing of the great world of men and affairs outside of my little school. Of this great world these boys were cognizant, and in their tender half-pitying love for my ignorant self they felt the necessity of protection for this innocent creature. Nothing but the best must ever be allowed to come near me.

One day I came suddenly into my schoolroom, where I found the whole five awaiting me. I had heard them laughing and playing. It was after three o'clock. Giovanni heard me first. He called out, "Cheese it! Cheese it, fellows! Here comes Capa Maestra! Now we must put manners on us."

I consequently entered the room smiling upon the pleasing sight of my five boy friends clothed in manners.

I have left Pasquale inhospitably standing at my desk; to him we must return. He had, however, been making good use of his time, giving with minute and corroborative detail the gay doings of himself and "de fellers," and also giving me at the same time much useful advice.

Suddenly his face brightened and he said with sparkling eyes, "Oh, Miss Satterie, I went to de show Saturday night with Giovan'."

In reply to my question, "What was the name of the play?" adding in a tone of mild reproof, "Pasquale, dear, please do not say 'de show,'" he continued, "Oh, it was dandy! It was Amulet."

I supposed, of course, that it was one of the objectionable plays of which these boys are so unfortunately fond, and misled by the name, as I naturally thought he meant a "charm" by "Amulet," I again raised a rebuking voice: "Pasquale, have you not promised me faithfully, all of you boys, you would never visit any of those plays again? You know I told you such places can never improve you in any way; why, they do not even really amuse you."

Pasquale, by this time, broke in upon my eloquence with, "Excuse me, Capa Maestra, but it is not that sort. No, really, honest. It's high-toned. A first-class show—excuse me, I mean play. It is like this: Amulet was one of those prince fellows. Well, you see, his father died, he was killed, they all think. But it was queer, tho the old man was dead, his boy wasn't king then, but Amulet's uncle was king. Funny, wasn't it? Well, the uncle married Amulet's old woman—excuse me, I mean his mother. Then Amulet was wild. He talked something terrible to his mother. Oh, it was fierce. I know you'd have thought he was saucy to his Ma. I think he must have stuck his tongue out to her—yes, honest, because she said to him, 'Don't you wag your tongue at me, Amulet.' You see, he palled with a fellow named Horatio (pronounced Horartio), and Horartio tells Amulet he has seen his father, Amulet's right father, but it was a spook. Well, Amulet sees the spook himself and the spook (you know it was his father) said, 'Now, Amulet, your step-father killed me while I was taking a nap, and it's up to you to get even with him. D'y'e hear?'" A slight pause ensued, while Pasquale mused over the plot. Presently he started again.

"There was an old jay there, named Polonius, poor old fellow. Miss Satterie, he was pitiful. I didn't have any program, but the feller next to me did, and he said it was printed there, 'Polonius, a Court Officer.' Giovanni said he guessed it was like one of the officers around the Tombs. Anyway, he was a crawler for fair and such a butt in! Amulet hated him all right and I don't blame him. Poor old bloke! Amulet did kid him. He was old; I know that was too bad, but all the same, I'd liked to have had a hand in stringing him just once. After a while, Amulet killed him by mistake. Then Amulet's girl was Polonius' daughter, and after he is killed she goes off her head, raving mad, you know, and after all, the old fellow was her father. She came in all dressed in weeds. She looked fierce! I said she had conny (meaning consumption). Giovanni said, 'No wonder, with the draughts around the stage.'"

I had been listening with spell-bound interest to this ingenious account. As he passed, I asked, "Did you enjoy the play, dear boy?"

"Oh, yes, ma'am. The words were fine—the talk, you know. The words were great. They were just like your words, Miss Satterie."

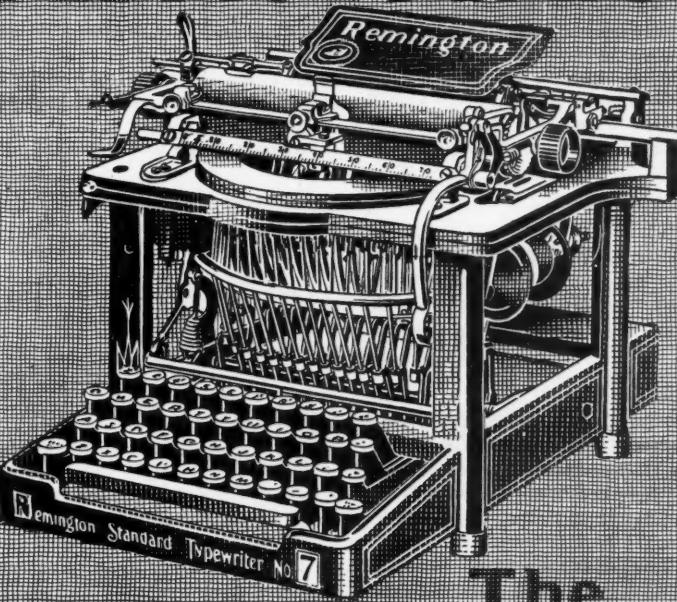
I gasped, sitting back dazed at this compliment. My humble diction compared to a Shakespearean classic!

Pasquale continued, "Giovanni said so too."

After delivering himself of this calm approval, he bent forward and once more raised my hand to his lips, bowing like a courtier, but at the door he called easily, "So long, Miss Satterie."

I sat listening to his flying footsteps and pensively wondering at the effect of Shakespeare upon the masses.

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## Historical Plays

By HELEN M. CLEVELAND, Boston

### Speech of an Indian Prince

*For teacher to read aloud.*—Balboa was a Spanish adventurer of noble but poor family. His nature was a mixture of bravery, cowardice, good humor and cruelty. At the opening of the play he was running away from Hispaniola (now Hayti) to get rid of his debts. The ship on which he sneaked belonged to a wealthy and precise lawyer of Hispaniola, named Encisco. Balboa became governor of Darien after he had been there a while and made frequent visits to the Indians of that region, not for social purpose, but for what he could get. On these visits the Spaniards always took scales to weigh the gold they hoped to get. The Indians on the Isthmus of Panama were far more civilized than those farther north. The home of this Indian chief Comogre, was two hundred and fifty feet long and about forty broad. They cooked their food, and in many ways were quite civilized. They cared nothing for gold except to make ornaments of it and despised the white men for thinking so much of it. The speech of the Indian Prince told for the first time the exact location of the Pacific.

#### PRINCIPAL CHARACTERS

Balboa, Captain Pizaro, Comogre, The Indian Prince, his son; Maneshee, Indian prophetess; Comogre's wife, Encisco, the Captain of the ship, attendants, slaves, soldiers, etc.

#### Scene First

On board a ship bound for Darien.

On the stage have boxes and three barrels for freight. The costumes are regular costumes seen in books of early adventurers. Boots and rough, broad hat will make a fair get-up. If the boys have no other, rubber boots will do. The Indian costumes are the regular ones.

*Encisco.*—That fellow Balboa was skulking around the wharf last night. I'm sure he was trying to sneak on board to get away from his debtors.

*Captain.*—He asked me to take him as a common sailor, but I hear he is a tough specimen of a fellow, so told him "no."

*Encisco.*—That is right. He owes everybody. If I took him off on my ship the people would blame me. As a lawyer and magistrate I could not do such a thing.

*Captain.*—He will have to work and get money to pay what he owes. No ship will take him away from Hispaniola.

The Captain nods assuredly to Encisco, who bows assent and, putting his hands behind him, walks to the other end of the platform. The Captain goes for the freight.

*Captain (To sailors).*—Here! Roll those barrels to the other side of the ship out of the way. The sailors roll two of the barrels and attack the third. A head sticks out as they start to turn it over.

*Balboa.*—St—o—op!

The sailors jump back.

*Sailor.*—What is it?

*Other Sailor.*—By my beard I can't tell.

Encisco comes up. The Captain comes up. All crowd around. Balboa stands up in the barrel.

*Captain.*—It is that confounded fellow.

*Encisco.*—Put him adrift in a small boat.

*Balboa.*—Mercy! I beg for mercy!

*Encisco.*—Put him adrift.

*Balboa.*—Mercy. I pray for mercy! To starve and freeze in a small boat and finally die at sea! It is awful.

*Captain.*—Get out a small boat.

The sailors go to some boxes covered with canvas and pretend to rip them open.

*Balboa.*—The punishment is too great. Pardon and I will do anything you say.

He seems very much afraid, clutches his hands, etc.

*Captain.*—Hurry the boat.

*Maneshee.*—Stop, great captain. He is now but a debtor fleeing from his debts, but he will become governor of Darien.

*Captain.*—Prophesy something better, Mane-shee.

*Sailor.*—What Maneshee prophesies comes true.

*Enrico.*—We want no Indian prophesies on this thing.

*Maneshee.*—I tell you true. He will be governor of Darien and he will save our lives in the coming storm.

Balboa puts his hands over his eyes as if looking far out to sea.

*Balboa.*—A storm is coming, and I can help in a storm, as the squaw says.

The Captain turns quickly and looks at Balboa with interest.

*Captain.*—By my beard you have true sailor's eyes. A storm is coming.

The Captain takes the arm of Encisco and leads him aside. They appear to argue.

*Captain.*—We had better keep the fellow. If a storm comes I have not men enough to care for the ship.

*Encisco.*—The people will say we helped a debtor to escape.

*Captain.*—I cannot help it.

*Encisco.*—He must promise never to set foot in Hispaniola again.

*Captain.*—Yes. (The captain now goes to Balboa.) You promise to work and also promise never to set foot in Hispaniola?

*Balboa.*—Yes, I promise both. On my knees I promise to help you thru' the storm if you will not set me adrift in this sea.

*Captain.*—Go below, then, and get to work.  
(Curtain.)

#### Scene Second

On the stage is a rude throne covered with skins (common rugs will do if you have no fur rugs). Around must be placed the gold as the play directs. You can paint stones yellow or you can put gold foil about stones to represent gold. Comogre and his wife are on the stage when the curtain rises.

*Comogre.*—There will I put a heap of gold, for the white stranger loves gold as he loves nothing else.

(Points to right of his throne.)

*Queen.*—Put gold all around if you would please the white man. No heap, however big, will satisfy him! He is greedy! greedy! so greedy for gold! It is his god!

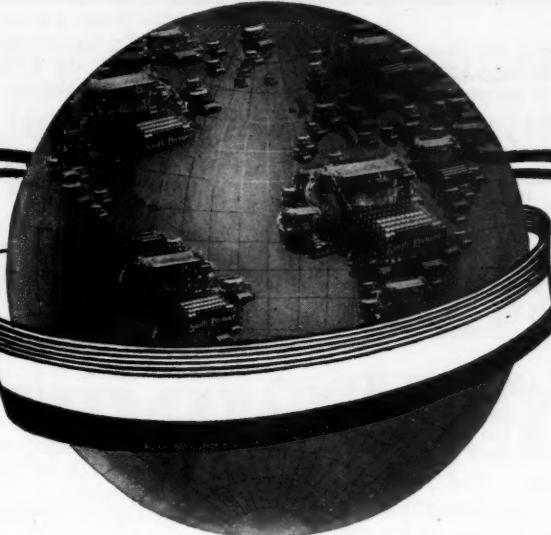
*Comogre.*—I will put another heap there. (Points to the left) and there and there—all around. (Sweeps his hand around to show.)

*Queen (Contemptuously).*—Ugly yellow stuff, like stones. They barter with it. They care naught for ornaments!

*Comogre.*—Tell your squaws to bring it.

*Queen.*—Nesha! Nesha!

An Indian girl appears.



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*Queen.*—Tell the squaws to bring gold, heaps of it.

The girl goes without a word and soon ten girls dressed up as Indian women enter with bags of gold on their backs. They must bend far over as if the burden were very heavy. They file to the stage and stand before the King.

*King* (Pointing to the right).—There.

All the girls now swing their bags from their backs to the ground and one goes to the spot the King indicated and pours out her gold.

*King.*—'Tis not enough. More.

The second girl pours her bag of gold on the same heap.

*King.*—More.

Another girl pours gold on the heap. The King looks at the two piles.

*King.*—They are not big enough. Two more bags on each.

Two girls go to each side of the throne and pour their gold on the heaps, then go back into line.

*King.*—'Tis not enough. The rest pour their gold on these two heaps and then go for more.

The rest advance in order and pour all the gold on the two heaps, then they turn and file out. The King lies down lazily on his throne.

*King.*—All around will I put small heaps as if the gold in my palace could never end. Ha, the white men will see my wealth and power.

Enter girls, bending as before with the load of gold upon their backs.

*King.*—Put ten small heaps around.

The girls form a circle around the King and each makes a little heap of gold from the contents of her bag.

*King.*—Stand there to show the white man that I have many slaves.

The King waves the girls behind him.

*Queen.*—They must bring my rugs and ornaments.

The girls file out and return with some bright rugs and a lot of gold chains and trinkets.

*Queen.*—Hang them there.

The girls hang up the rugs and then pin the chains and

other gew-gaws onto the rugs. Then they take position behind the King, who is lounging lazily on his throne.

*King* (To one of the girls).—Tell them to bring my braves.

The girl goes and the braves enter and take position near the King.

*King.*—Now the white strangers will see how great a household Comogre has. They will feel my power and if they want gold we can give them all they want.

*Queen.*—Where is our son? Keen is his brain and strong his arm. The white men should see who leads the braves of Comogre.

*King.*—I know not why he comes not. Go for him.

A warrior goes. Enter the son, the Indian Prince who made the speech.

*King.*—Why did not the young eagle come without word from the father?

*Prince* (Contemptuously).—I despise the white men who come to disturb our country with its peaceful peoples.

*King.*—Here are the white men. Their steps sound loud.

Enter Indian Boy.

*Boy.*—They come, great chief, they come.

Enter Balboa, followed by a crowd. One man carries scales.

*Balboa.*—The governor of Darien comes to visit his brother ruler of the forest.

Comogre does not speak.

*Balboa* (To one of his followers).—If the old redskin does not answer soon I'll prick him with my lance. (To Comogre.) Will not the great chief speak to the white brother?

*Queen* (To girls).—Bring food.

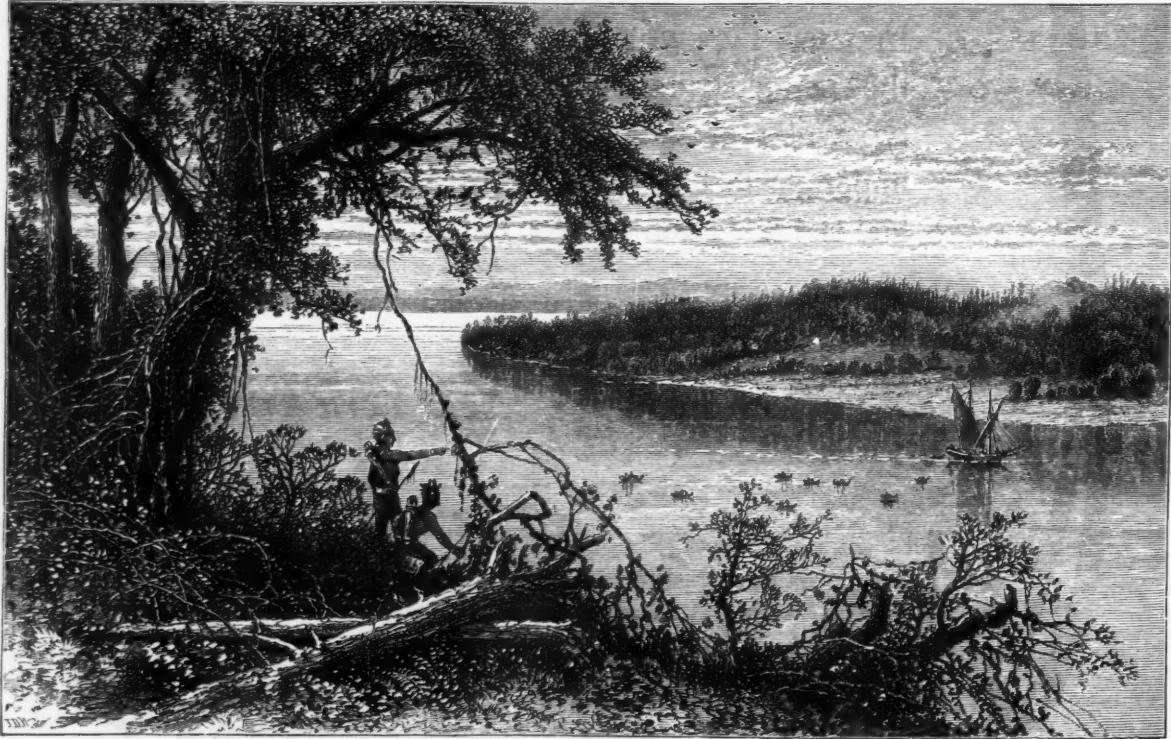
*King.*—We will give you meat and drink.

Enter girls with food and grape juice. It is handed to the white men, to Balboa first.

*King.*—Hast had enough?

*Balboa.*—Plenty. Your fruit juice is like our wine.

*King.*—What would the white man see in the land of Comogre?



Manhattan Island in Primeval Solitude.

(Lamb's History of New York.)

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*Balboa.*—I see that you have much gold. Where do you get it?

*King.*—It is for you.

*Balboa.*—The chief is a good brother. Much we need gold.

*Balboa* beckons the man with the scales to begin parcelling it out, and the men begin to quarrel.

*First Man.*—That heap is bigger than mine.

*Second Man.*—Yours is the biggest.

*First Man.*—No, yours.

*Indian Prince* advances and strikes the gold off the scales.

*Indian Prince.*—What is this, Christians? Is it for such a little thing that you quarrel and make so much turmoil about a little gold—which nevertheless you melt down from beautifully wrought work into rude bars?

If you have such a love for gold that to obtain it you harass the peaceful nations of the lands, and suffer such labors, banish yourselves from your own lands, I will show you a country where you may fulfill your desires. But it is necessary for this that you be more in numbers than you are now, for you will have to fight your way with great kings, and among them in the first place is King Tubanama, who abounds with gold and whose country is distant from us six suns.

*Balboa.*—Cathay! Cathay, that land of which Columbus dreamed. Tell us where the land is.

*Prince.*—(Say this very significantly)—It is the first time the exact location of the Pacific was known and led directly to the finding of it.) First there is a great sea towards the south, and a little way over the sea lies a land of gold, where the people eat from golden dishes and drink from golden cups.

*Balboa.*—How many will be needed to conquer this land?

*Prince.*—A thousand. I know, because my own people had wars with them, and one of our tribe was captive in that country.

*Balboa.*—I'll find the country, if this is true.

*Prince.*—I will show you the way, and you may hang me to the next tree if my words do not prove true.

While they are talking Pizaro, who does not speak a word, comes close and listens attentively. Enter Maneshee. She points to Pizaro.

*Maneshee* (To *Balboa*).—You are governor of Darien, but you will never see that land of gold. There (pointing to Pizaro) is the man who will take gold back to his far-off land in great ships.

*Balboa* (To *Maneshee*).—You here? Who believes a wretched hag like you? (To *Comogre*.) Do you give us slaves to carry the gold?

*King.*—Send ten slaves.

The slaves file in. The gold is put in bags on their backs and the Spaniards gather up their scales, etc., to go.

*Balboa.*—Our brother has been most kind. We thank you for the food, the gold and the slaves, and you, young sir, where shall we see you again?

*Prince.*—I will meet you at the mountain pass ten moons from now.

*Balboa.*—We will be there.

The Spaniards file out, the curtain falls.

### Scene Third

This scene is supposed to be at the foot of a mountain which shuts off sight of the Pacific Ocean.

When the curtain rises there are many men on the stage, both Indians and white men. The Indians are mostly slaves and are carrying shovels, picks, axes, etc. In the foreground are *Balboa* and the *Indian Prince*.

*Indian Prince.*—Go up that mountain and you will see the great sea we have toiled so hard to find. It stretches further than any eye can reach.

*Crowd.*—Come on, we will go up the mountain!

*Balboa.*—Stop. I am leader of this expedition. I go up alone to see if this Indian's words are true. No eye but mine shall first set eye on those great waters.

*Balboa* starts and the men throw themselves on the ground and begin to talk of their terrible journey.

*First Man.*—He is welcome. I am tired enough to rest.

*Second Man.*—If the sea is there *Balboa* will be made rich and great by Spain.

*First Man.*—But richer and greater if he find the land of gold.

*Prince.*—That land will be hard to conquer. I shall not lead you there. Few men will live to see it if they do set out.

*First Man.*—I'll not set out. I have had quite enough of this fighting animals, wading streams and a thousand other worse things.

*Second Man.*—Nor I!

*Other Men.*—Nor I! Nor I! Nor I!

*Pizaro.*—How many moons did you say it took to get to that land?

*Prince.*—I told you it took six suns.

*First Man.*—No more of risking my life bridging chasms.

*Second Man.*—Nor mine, cutting a way thru tangled vines and underbrush with a deadly serpent hissing at you before you know it.

*First Man.*—Not a minute but we must face some terrible danger. No sooner was a chasm cut than we found a stream deep and narrow to swim. Once over the stream a growling animal must be killed before he got his teeth into your flesh, next a mountain steep as the side of a room loomed in our path, and hostile Indians to be fought all the time. It was a terrible journey from the Atlantic to this ocean, if we have really found one.

*Second Man.*—The most terrible I ever took, and I have seen some rough exploring.

*Prince.*—You have made a road which will last for long, long races of men to use.

*First Man.*—Yes, the road we have made will last for centuries.

*Pizaro.*—It is but twenty-six miles across.

*First Man.*—But where on the face of this earth can you find another such twenty-six miles?

*Second Man.*—It would be pretty hard to find it anywhere.

*Prince.*—The chief comes.

Enter *Balboa*.

*Prince.*—And the chief saw the great sea?

All crowd round.

*Balboa.*—Yes, I have seen the great sea. We have discovered another ocean, my men!

*Men.*—Hurrah!

*Balboa.*—My heart beat fast when I went up those heights, and it beat still faster when I had gone far enough to see a little rim of water; and on the top, as my eye went down over a vast, vast sea, I was overcome. I—wicked man that I am—fell on my knees and gave thanks to God for allowing me to discover this mighty ocean.

*Prince* (Solemnly).—Alone on the mountain he has been talking with the Great Spirit. It is well.

*Balboa.*—Yes, alone on the mountain this Godless, cursing man sunk to his knees in humble prayer.

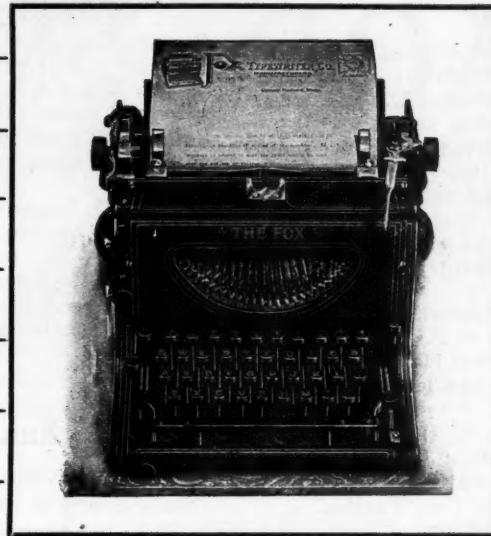
*Prince.*—I go now back to my people.

*Balboa.*—My thanks and all good go with you. You do not dream of the glory you have helped *Balboa* to reach.

*Prince.*—I know not glory, but if it is good I am glad for the chief.

*Balboa.*—We white men take hand when we would be good friends. Wilt take my hand?

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*Prince* (Extending his hand).—Be a friend to my people.

*Balboa*.—I promise it on my sword.

The Prince goes, and with him many of the Indians.

*Balboa* (To his followers).—Come up the mountain and see the great ocean we have given to the world. Our terrible journey across this narrow strip of land has been gloriously rewarded.

Curtain.

### Scene Four

A tent should be erected on the platform, or the men should be engaged in erecting one. We are in this scene supposed to be on the shore of the Pacific. Men, some Indian and some white, are standing around.

*Balboa* (Sweeping his hand over a long stretch).—How vast it is! How still and calm!

*Pizaro*.—It is far deeper and much larger than the Atlantic.

*Balboa*.—My men, I now take possession of this great sea in the name of our country. I will wade into its waters.

Balboa goes down from the platform, pretends to be knee-deep in water. The men are on the platform above, looking down on him. Balboa draws his sword (a stick will do) and swings it around his head in every direction, saying as he does so:

*Balboa*.—I take possession of these waters in the name of His Most Gracious Majesty Ferdinand, King of Spain, and in his name promise to protect them. We name thee the "Pacific."

Balboa now comes up on the platform.

*Balboa*.—You see here, gentlemen and children mine, how our desires have been accomplished, for it has turned out true what Comogre's son told us about these seas, so I hold it true that what he told us of incomparable treasures by it are also true. God and His blessed Mother, who have assisted us so that we should arrive here and view this sea, will favor us so we shall enjoy all there is in it. On the mountain heights we knelt and gave thanks for being permitted to do a great thing and in our hearts we must continue those thanks to Him who guides us to all we have.

*Indian*.—Strange sight! Their hands are bloody as wolves, yet they pray to their God.

*Second Indian*.—Their faces were gentler when they prayed. It does them good. They must be wolves to conquer in these wilds.

*Pizaro* (To Balboa).—Where, thinkest thou, is the land of gold?

*Balboa*.—The Indian said, to the south.

*Pizaro*.—We must build ships to get to it.

*Balboa*.—There is no telling when we do get to it, for these wilds are full of Indians.

*Indian* (Kneeling and beginning to shape some wet clay, which should be placed on the platform).—I will tell you how to know the land of gold.

*Balboa*.—How?

*Indian* (Pointing to Peru).—The land extends much in that direction, and the people have quantities of gold, but you can know it because they use this beast of burden.

He models a short, horned animal with a hump on its back.

*First Man*.—It is a camel.

*Second Man*.—It looks like a sheep.

*Balboa*.—I never saw anything like it before.

*Indian*.—No man has seen it in other than the land of which the son of Comogre told. No other land has such a sheep. See! There is a hump on its back, horns on its head and it is about the size of a sheep. You will know the land by this animal.

*Pizaro* (As if he would remember).—Horns on

its head, a hump on its back, and the size of a sheep.

*Balboa* (Laughing).—A statue of clay has revealed the secret of the land of gold.

*Pizaro* (Solemnly).—A statue of clay has revealed the secret.

*Balboa*.—When we have built ships we will go in search of this land of gold.

*First Man* (Aside).—I won't.

*Second Man*.—Nor I.

*Third Man*.—Nor I.

*Fourth Man*.—We get all the hard work and the leaders get the glory.

The men all nod approval.

*Balboa* and *Pizaro* do not hear this.

*Balboa*.—We set out to find a land of gold and have found a great sea. I am ready now to rest for a day.

*Pizaro* (To himself).—I am but a rough, obedient soldier now, but—but the squaw said I would do it and I will. I will find that land of gold. If I do—if I do I can return to old Spain, not a despised swineherd, not the son of nobody, but among the proudest of the land.

Curtain.

### A Technical High School

By GEO. H. MARTIN, Secretary,  
State Board of Education, Massachusetts.

[Abstract of Address.]

As a part of a special system of industrial education, a technical high school would have an avowedly vocational purpose. It would correspond to high schools of other sorts in the age of its pupils, in the length of its courses, and in its preparatory requirements.

The work in such a school would be threefold: (a) To furnish technical knowledge and technical skill; (b) to promote intelligence, breadth and refinement of a cultural sort; (c) to develop a sense of civic obligation. For these purposes there will be needed drawing, mathematics and science, in kind and amount according to the needs of the industry for whose technique the student is preparing.

Technical skill can only be acquired in a shop. A school shop, to be good, must contain the essential features of a commercial shop, namely, shop-trained men for instructors, shop hours and discipline, and the product a salable commercial product. It is not necessary that the product shall be sold.

In order that the student may become a useful citizen as well as a skilled workman, the school course should include history, economics and civics. Physical training is essential and a strong course in English.

I do not believe in throwing away the existing high school nor in turning it into a shop nor in substituting a shop for it. The whole work would be destructive of the most cherished American ideals if while teaching young men how to get a better living the school failed to teach them how to live a better life.

It is a good plan for a teacher to take stock occasionally of the things done each day, and to consider what positive gain these must have meant to the pupils. Some keep a diary. Among the numerous items recorded there an occasional mention of the progress at school would not be out of place, and in later years might be a source of much gratification.



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**T**HAT was indeed a period of revolutions, and the revolution that was effected in the manufacture of Soap by the introduction of PEARS' SOAP was so memorable that it established a new and permanent standard in Toilet Soaps, and one that it has been impossible to improve upon in all the years that have since elapsed.

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**OF ALL SCENTED SOAPS PEAR'S OTTO OF ROSE IS THE BEST.**  
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## Calendar of Memory Gems

By L. H. HUMPHREY, New York

[Saturdays and Sundays are omitted]

JUNE 1.

I love to rise on a summer morn,  
When birds are singing on every  
tree;  
The distant huntsman winds his horn,  
And the skylark sings with me:  
Oh, what sweet company!  
—WILLIAM BLAKE.

JUNE 2.

Then let us pray that come it may—  
As come it will for a' that—  
That sense and worth, o'er a' the  
earth,  
May bear the gree and a' that.  
That man to man, the world o'er  
Shall brothers be for a' that.  
—ROBERT BURNS.

JUNE 3.

Flower in the crannied wall  
I pluck you out of the crannies.  
I hold you here, root and all, in my  
hand,  
Little flower,—but if I could under-  
stand  
What you are, root and all, and all in  
all,  
I should know what God and man is.  
—ALFRED TENNYSON.

JUNE 4.

My heart, my heart is like a singing  
bird  
Whose nest is in a watered shoot,  
My heart, my heart is like an apple-  
tree,  
Whose boughs are bent with thick-  
set fruit.  
—CHRISTINA ROSSETTI.

JUNE 5.

It's June ag'in an' in my soul  
I feel the fillin' joy  
That's sure to come this time o'  
Year to every little boy.  
—EUGENE FIELD.

JUNE 8.

Krinnen was a little child,—  
It was summer when he smiled.  
—EUGENE FIELD.

JUNE 9.

Little white Lily,  
Sat by a stone,  
Drooping and waiting  
Till the sun shone.  
Little white Lily  
Sunshine has fed,  
Little white Lily  
Is lifting her head.  
—GEORGE MACDONALD.

JUNE 10.

Upon a simmer Sunday morn,  
When Nature's face is fair,  
I walked forth to view the corn,  
And snuff the caller air.  
—ROBERT BURNS.

JUNE 11.

And what is so rare as a day in June?  
Then, if ever, come perfect days;  
Then Heaven tries the earth if it be  
in tune,  
And over it softly her warm ear  
lays.  
—JAMES R. LOWELL.

JUNE 12.

Vistas of change and adventure,  
Thru the green land  
The grey roads go beckoning and  
winding.  
—W. E. HENLEY.

JUNE 15.

Gather ye rosebuds as ye may,  
Old Time is still a-flying;  
And this same flower that smiles to-  
day  
Tomorrow will be dying.  
—ROBERT HERRICK.

JUNE 16.

When daisies pied, and violets blue,  
And lady-smocks all silver white,  
And cuckoo buds of yellow hue  
Do paint the meadows with delight.  
—LOVE'S LABOR LOST.—WILLIAM  
SHAKESPEARE.

JUNE 17.

Those evening bells! those evening  
bells!  
How many a tale their music tells,  
Of youth, and home, and that sweet  
time  
When last I heard their soothing  
chime!  
—THOMAS MOORE.

JUNE 18.

Fair daffodils, we weep to see  
You haste away so soon;  
As yet the early-rising sun  
Has not attained its noon,  
Stay, stay,  
Until the hastening day  
Has run  
But to the even song.  
—ROBERT HERRICK.

JUNE 19.

A little spring had lost its way  
Amid the grass and fern;  
A passing stranger scooped a well  
Where weary men might turn.  
—CHARLES MACKAY.

JUNE 22.

"A milkweed, and a buttercup and  
cowslip," said sweet Mary,  
"Are growing in my garden-plot,  
and this I call my dairy."  
—PETER NEWELL.

JUNE 23.

Sleep, little pigeon, and fold your  
wings—  
Little blue pigeon with velvet eyes;  
Sleep to the singing of mother-bird  
swinging—  
Swinging the nest where her little  
one lies.  
—EUGENE FIELD.

JUNE 24.

And the streets of the city shall be  
full of boys and girls playing in the  
streets thereof.  
—ZECHARIAH.—THE BIBLE.

JUNE 25.

Sweet peas on tiptoe for a flight,  
With wings of gentle flush o'er deli-  
cate white.  
—JOHN KEATS.

JUNE 26.

No price is set on the lavish summer.  
June may be had by the poorest comer.  
—JAMES RUSSELL LOWELL.

JUNE 29.

Bubble, bubble, flows the stream,  
Like low music thru a dream.  
—MAURICE THOMPSON.

JUNE 30.

Under the greenwood tree  
Who loves to lie with me,  
And tune his merry note  
Unto the sweet bird's throat,  
Come hither, come hither, come hither.  
—WILLIAM SHAKESPEARE.



## How Does the Lead Get Into the Pencil?

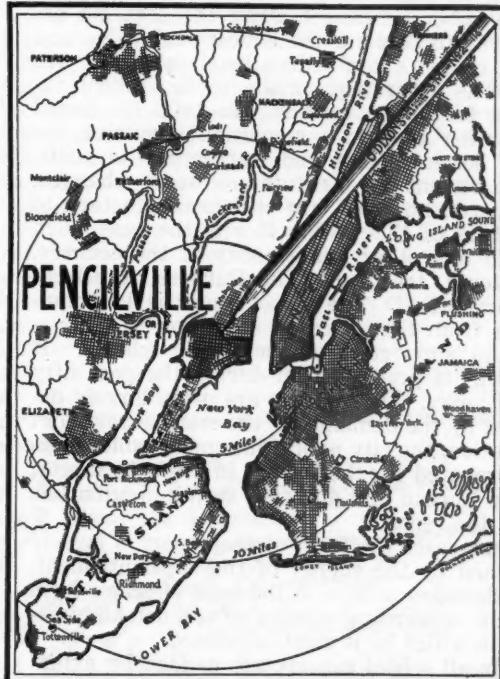
Of course you know how the apple gets into the dumpling, and how the hole gets into the doughnut, but how many can tell right off just how the lead gets into the pencil? There are a great many more teachers who know the answer now than there were five years ago, for in that time the **Dixon Company** have sent out over 50,000 copies of a little book that tells the secret. It is called "A Pencil Geography" and we will be glad to send copies to any who are interested and who would like to be able to impart this information to those under their charge.

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NEW JERSEY



# Uniform School Reports\*

By JOSEPH S. TAYLOR, P.D.D.,

District Superintendent, New York

**H**ERE is a timely book which undertakes to show how educational statistics may be employed to increase school efficiency. Incidentally it shows how useless and misleading most of the school reports in America are. The writer heard Superintendent Brooks of Boston say recently that there is not a reliable school report in existence in this country. In the light of the discussion found in this book the statement of Mr. Brooks finds eloquent confirmation.

The origin of the study undertaken by the authors dates back to 1904. In that year the New York board of education found itself short of funds; and to avoid injury to the day schools it was proposed to curtail evening and vacation schools, recreation centers, and public lectures. Representatives of various civic organizations met to protest against the action of the board of estimate in thus wronging the children and parents of congested districts. Before they took the vote one delegate asked *how many people would be injured by cutting off the so-called social features of the schools?* No one knew. Nor could any one say whether there was any truth in the statement of the city comptroller that the board of education had money enough if it employed its funds economically. The protest was deferred, and in place of it a "committee on facts" was appointed. This committee discovered that the records and reports of the board of education were so imperfect that no facts could be found with which to "arouse public sentiment when the occasion demands" or to "defend the educational value and the cost of any and all educational policies." An appeal was accordingly made to the school authorities for better records. In 1906 the board of education adopted a resolution admitting the need of better reports and instructing its auditing department to institute necessary changes. The reports, however, are still unsatisfactory to the authors of this book. Nor is the case much better in any other municipality of the country.

Chapter I. treats of "The Purpose of Educational Statistics." The school report is a communication from the board of education to the patrons and supporters of the public schools. It has taken its present form during the past fifty or sixty years. Its contents are often largely determined by the demands of the state department of education, the city publishing many tables originally prepared for the state. In a few instances, also, the Bureau of Education at Washington has affected the reports.

In some cases the form of the report is largely determined by the energy of the superintendent, who undertakes to give in the most effective form the facts concerning phases of school administration in which he is most interested.

Nearly all school reports are padded by extensive tables that no one ever consults and that are published merely by the force of custom. "Worse than this, the tables presented are often simply masses of figures, put together in such a fashion, and so lacking in condensed interpretations, that

the average reader is not able to extract from them the information that they are supposed to convey" (p. 3).

The aims of a school report are briefly summarized thus:

1. A statement of facts and figures collected for state or national statistics (p. 4).
2. A presentation of "statistics of education or other social phenomena in such a way as to interest and appeal primarily to the student" (p. 4).
3. It may be designed primarily for the use of the educational staff of the school system.
4. The fourth practical aim in statistical presentations is publicity, in the sense that the layman of average intelligence, but of more than average interest, may have the information he seeks. For this purpose it is not enough to print tables of facts; but facts must be accompanied by devices which will disclose the significance of the facts, even to the hurried reader. "Summaries, comparative statements of totals or percentages, so arranged that the eye may instantly perceive relationship, reductions to average, or other and more significant digested statements, graphical presentations—all these are among the devices that are slowly developing" (p. 6).

In Chapter II. Professor Snedden sketches "The Beginnings of School Reports in American Cities." The conclusion is that—

"of school reports issued since 1870, it may be said that very few indeed have risen to a higher level of statistical efficiency than did the best of that date . . . At their best the city school reports of today, as in 1870, present tables and few interpretations of these tables. They answer some of the questions that an intelligent layman might wish to ask, and they provide some of the data for administrative control of the system of administration. Even the best of the reports, however, leave many questions unanswered, and few of them have undertaken to apply modern or scientific statistical methods. . . . They illustrate a striking phase of inefficiency in American municipal administration" (p. 19).

Chapter III. contains a digest of the "efforts of the N. E. A. to improve school reports and to secure uniformity." This summary was prepared in 1905 by Miss H. D. Woods for the New York Association for Improving the Condition of the Poor. It covers all the meetings of the N. E. A. since 1859. The net result is nothing. Committee after committee was appointed, some of which never even reported; and none of them achieved anything of great or enduring value. It is still true, as the Bureau of Education reported in 1891, that "no item of school statistics is now uniformly recorded throughout the country." The consequence is that no accurate comparison can be made between corresponding parts of the school systems.

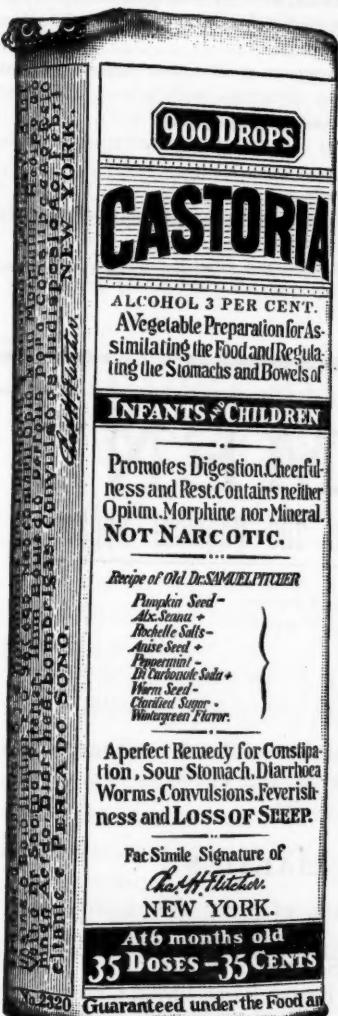
Taking the cost of education, for instance, we find one city basing the per capita expense on the whole number taught, another on the average register, and still another on average attendance. When you read, therefore, that education costs forty dollars a head in New York and thirty dollars in St. Louis, the comparison means nothing until you know the statistical methods of the municipalities compared.

Chapter IV, which occupies 87 of the 183 pages of the book, presents "examples of tables and

\* "School Reports and School Efficiency," by David S. Snedden and William H. Allen. The Macmillan Co., N. Y., 1908. Pp. 183 + xi.

## Physicians Recommend Castoria

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### Letters from Prominent Physicians addressed to Chas. H. Fletcher.

Dr. B. Halstead Scott, of Chicago, Ills., says: "I have prescribed your Castoria often for infants during my practice, and find it very satisfactory."

Dr. William Belmont, of Cleveland, Ohio, says: "Your Castoria stands first in its class. In my thirty years of practice I can say I never have found anything that so filled the place."

Dr. J. H. Taft, of Brooklyn, N. Y., says: "I have used your Castoria and found it an excellent remedy in my household and private practice for many years. The formula is excellent."

Dr. R. J. Hamlen, of Detroit, Mich., says: "I prescribe your Castoria extensively, as I have never found anything to equal it for children's troubles. I am aware that there are imitations in the field, but I always see that my patients get Fletcher's."

Dr. Wm. J. McCrann, of Omaha, Neb., says: "As the father of thirteen children I certainly know something about your great medicine, and aside from my own family experience I have in my years of practice found Castoria a popular and efficient remedy in almost every home."

Dr. J. R. Clausen, of Philadelphia, Pa., says: "The name that your Castoria has made for itself in the tens of thousands of homes blessed by the presence of children, scarcely needs to be supplemented by the endorsement of the medical profession, but I, for one, most heartily endorse it and believe it an excellent remedy."

Dr. R. M. Ward, of Kansas City, Mo., says: "Physicians generally do not prescribe proprietary preparations, but in the case of Castoria my experience, like that of many other physicians, has taught me to make an exception. I prescribe your Castoria in my practice because I have found it to be a thoroughly reliable remedy for children's complaints. Any physician who has raised a family, as I have, will join me in heartiest recommendation of Castoria."

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other forms of presenting school facts, used in typical city school reports." No one city has all the desirable features; but by selecting the good features from many different reports, the author is able to present a large array of telling devices. These tables are classed under the following heads:

1. School Plant.
2. Cost of Education.
3. The School Census.
4. School Attendance.
5. Age of Pupils.
6. Promotions.
7. Survival.
8. Compulsory Attendance.
9. High Schools.
10. Evening Schools.
11. Vacation Schools.
12. School Libraries.
13. Medical Inspection.
14. Teachers.
15. Summaries of Principal Facts.

In Chapter V the authors present a series of "important questions not answered by existing reports." They print 147 questions, only 34 of which are answered by the New York report. Of the unanswered questions the following are samples:

1. What is the kind of heating and ventilating apparatus employed?
2. What is the condition of the buildings?
3. What is the estimated value or original cost of buildings per unit (or per sitting, or per cubic foot)?
4. What do the different classes of educational institution—elementary schools, high schools, evening schools, etc.,—cost?
5. How does the per capita cost compare over a series of years?
6. What number of children drop out of the various grades each year?
7. Does the special class save expense in treating the normal child as well as in treating the special child?

8. What is the cost of evening school work, in totals and per capita of average attendance? (In New York, these facts are not known, because janitorial expense, supervision, etc., are all charged against day elementary schools.)

9. How many more vacation schools are needed?
10. What is the cost of medical inspection, expressed either in totals or in terms of units of work done?

The last chapter (VII) is "a practical study of one school report" (New York City). By way of enforcing the lessons of the study in the preceding chapters, Dr. Allen takes the report of Dr. Maxwell for the year 1906 and subjects it to criticism in a concrete way. He says this report of 479 pages deals with questions of tremendous moment to the educational world. "In fact, it is probable that no other single school report touches upon so many problems and so many aims of a public school system." There is, therefore, every reason why so important a document should present its message in the most effective way possible. Here are some of the suggestions made for the improvement of the report:

1. An alphabetical topical index (p. 153).
2. Better typographical technique (p. 153). No use is made of heavy-faced type, page headings, etc.
3. Economy of condensation. Fewer isolated facts, no useless repetitions, and more summaries (p. 154).
4. Totals should be classified (p. 159). Illustrated by statistics as to sittings.
5. Uniform reports of Division Superintendents.
6. Comparison of school with school. Illustrated by high school failures in English (p. 162).
7. Compulsory education—unanswered questions (p. 163).
8. School needs not clearly shown in the case of roof gardens, gymnasiums, baths, proper ventilation, adjustable desks, etc. (p. 164).
9. Cost of schools not clearly shown (p. 164).
10. High school mortality explained by opinion rather than facts (p. 167).

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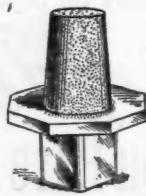
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11. Results of school census not properly utilized (p. 171).

12. Physical needs of children not shown (p. 171).

It should be remembered that the city superintendent of the largest unit of minute school administration in the world is a busy man. If he had nothing to do for a whole year except to write his annual report, he could doubtless produce a volume that would set a new standard of scientific school reporting. As it is, he has to snatch such odd moments of time as he can spare in the evening, on holidays, and perhaps even on Sundays, to write his report. He has to employ many hands in addition to his own. That under such circumstances he should be able to produce a report that compels the admiration of even his severest critics is no small tribute to his ability.

Taking this book as a whole, it is bound to provoke reflection; and it ought to hasten the day of uniform school reports.

It is only fair to add that since this book came from the press, the New York board of education has issued an "Annual Financial and Statistical Report" for the year 1906, which answers many of the questions the author found unanswered in the report of the city superintendent. For instance, the facts concerning the cost, condition, location, maintenance, and operation of every school building are presented in condensed tabular form. The cost per capita, however, is based on average attendance, cost of instruction and supplies, and leaves out of consideration the cost of maintenance and operation of school plant.

I wish that every girl who is going to leave school this season might have a copy of Sara A. Hubbard's "The Duty of Being Beautiful." So many girls think that beauty comes to one from birth—that if they are pretty they will remain so without any effort of their own and

if they are not pretty, they must remain homely and unattractive throughout their lives. The writer of this little booklet makes it clear that beauty depends upon one's self; that every woman may be beautiful if she will, and that it is not only her right but her duty to be beautiful in appearance as well as in character. How to accomplish this is the object of this little booklet on being beautiful. (A. C. McClurg & Company, Chicago, publishers.)

"Grammar and Its Reasons," by Mary Hall Leonard, has been well received by students of English everywhere. The Springfield (Mass.) *Republican* writes: "The author is not one of the diminishing band of purists who lay down the law according to uninstructed prejudice. Already Prof. Lounsbury's leaven (or poison) is working; the author quotes him as an authority in favor of the split infinitive, and while concluding that the general practice of good writers has until recently been against this separation of 'to' from the infinitive, she adds: 'But usage, which can lay restrictions upon language, can also remove those restrictions. Within the last fifty years there has been a growing feeling that it is to the advantage of the language that the separation should sometime be made.' What place should grammar have in school work? The old notion was that it should be introduced as an elementary subject, to aid the pupil in correct writing and speaking. The late Richard Grant White was one of the most influential assailants of this theory, which now seems nearly obsolete. The author in general holds that the work of learning to write and speak correctly properly peculiar technical grammar, yet she observes that with pupils who have not acquired good English at home some of the elements of grammar must be taught as a corrective, and she sees no profit in concealing the fact by avoiding study, and replacing it by such arbitrary compounds as 'action-words,' 'quality-words,' etc. In this she seems to be on the side of common sense." (A. S. Barnes & Co., Publishers.)

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Como, Spring Lake, and Sea Girt, are a galaxy of attractive places upon the bluffs where "the country meets the sea."

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## Simplified Spelling

The Simplified Spelling Board was organized January 12, 1906. On March 21, 1906, it published a "List of common words now spelled in two or more ways." This list became known as the Three Hundred Words. It was not a list of new spellings, but was confined, as the title said, to words already "spelled in two or more ways."

The Second List, here printed, consists first of a selected list of 75 amended spellings (I), and of six classified lists coming under two broad general rules (II, III). The selected list is alphabetic, but each form follows a rule which is indicated by a number referring to a paragraph at the end of the list, in which other words of the same group are mentioned, reasons for the change given, and authorities cited. In like manner the general rules and their subdivisions are followed by lists or examples of the words affected, and by similar notes.

The acceptance of the simplified spelling of a given word carries with it, of course, the same spelling in inflected, derived, or associated forms; thus, *ake*, *aking*, etc., *alfabet*, *alfabetic*, etc., *bild*, *bilt*, etc., *fotograf*, *fotografy*, etc., *sent*, *sented*, etc.

### I. SELECTED LIST OF AMENDED SPELLINGS

<i>ake</i>	<i>ache</i> 1
<i>ail</i>	<i>aisle</i> 2
<i>agast</i>	<i>aghast</i> 3
<i>alfabet</i>	<i>alphabet</i> 4
<i>autograf</i>	<i>autograph</i> 4
<i>autum</i>	<i>autumn</i> 5
<i>bedsted</i>	<i>bedstead</i> 6
<i>bibliografy</i>	<i>bibliography</i> 4
<i>biografy</i>	<i>biography</i> 4
<i>boro</i>	<i>borough</i> 7

<i>bild</i>	<i>build</i> 8
<i>bilding</i>	<i>building</i> 8
<i>campain</i>	<i>campaign</i> 9
<i>camfor</i>	<i>camphor</i> 4
<i>quire</i>	<i>choir</i> 10
<i>cifer</i>	<i>cipher</i> 4
<i>coco</i>	<i>cocoa</i> 11
<i>colleag</i>	<i>colleague</i> 12
<i>colum</i>	<i>column</i> 5
<i>condit</i>	<i>conduit</i> 8
<i>counterfit</i>	<i>counterfeit</i> 13
<i>curteous</i>	<i>courteous</i> 14
<i>curtesy</i>	<i>courtesy</i> 14
<i>crum</i>	<i>crumb</i> 15
<i>det</i>	<i>debt</i> 16
<i>dettor</i>	<i>debtor</i> 16
<i>diafram</i>	<i>diaphragm</i> 4, 9
<i>dout</i>	<i>doubt</i> 16
<i>dum</i>	<i>dumb</i> 15
<i>eg</i>	<i>egg</i> 17
<i>excede</i>	<i>exceed</i> 18
<i>foren</i>	<i>foreign</i> 9
<i>forfit</i>	<i>forfeit</i> 13
<i>furlo</i>	<i>furlough</i> 7
<i>gastly</i>	<i>ghastly</i> 3
<i>gost</i>	<i>ghost</i> 3
<i>gard</i>	<i>guard</i> 19
<i>gardian</i>	<i>guardian</i> 19
<i>harang</i>	<i>harangue</i> 12
<i>hight</i>	<i>height</i> 20
<i>indetted</i>	<i>indebted</i> 16
<i>iland</i>	<i>island</i> 2
<i>ile</i>	<i>isle</i> 2
<i>lam</i>	<i>lamb</i> 15
<i>leag</i>	<i>league</i> 12
<i>lim</i>	<i>limb</i> 15
<i>num</i>	<i>numb</i> 15
<i>pamflet</i>	<i>pamphlet</i> 4
<i>paragraf</i>	<i>paragraph</i> 4
<i>fonetic</i>	<i>phonetic</i> 4
<i>fonograf</i>	<i>phonograph</i> 4
<i>fotograf</i>	<i>photograph</i> 4
<i>tisic</i>	<i>phthisic</i> 21
<i>tisis</i>	<i>phthisis</i> 21

<i>procede</i>	<i>proceed</i> 18
<i>redout</i>	<i>redoubt</i> 16
<i>redoutable</i>	<i>redoubtable</i> 16
<i>redoubted</i>	<i>redoubted</i> 16
<i>scent</i>	<i>scent</i> 22
<i>sion</i>	<i>scion</i> 22
<i>sissors</i>	<i>scissors</i> 22
<i>sithe</i>	<i>scythe</i> 22
<i>siv</i>	<i>sieve</i> 23
<i>slight</i>	<i>sleight</i> 20
<i>solem</i>	<i>solemn</i> 5
<i>soveren</i>	<i>sovereign</i> 9
<i>succeede</i>	<i>succeed</i> 18
<i>surfeit</i>	<i>surfeit</i> 13
<i>telegraf</i>	<i>telegraph</i> 4
<i>telefone</i>	<i>telephone</i> 4
<i>thum</i>	<i>thumb</i> 15
<i>tung</i>	<i>tongue</i> 12
<i>wierd</i>	<i>weir</i> 24
<i>wierd</i>	<i>weird</i> 24
<i>yoman</i>	<i>yeoman</i> 25

### II. GENERAL RULE FOR DROPPING SILENT FINAL E IN UNSTRESSED SYLLABLES CONTAINING I SHORT

In words of two or more syllables, ending in a short unstressed syllable consisting of a short *i* followed by a single consonant (other than *c*), and a silent *e*, drop the silent *e*.

If the single consonant is *c*, the *e* implies that *c* has the sound of *s*. It cannot be omitted until *c* is displaced by *s*.

The words coming under this rule fall into several classes:

### I. WORDS IN -ILE SIMPLIFIED TO -IL

Words ending in the suffix *-ile* (mostly from Latin *ilis* or *-ilis*), have a short unstressed vowel *i*, and a useless final *-e*. Omit the *e*. The following are examples:

<i>docil</i>	<i>docile</i>
<i>domicil</i>	<i>domicile</i>
<i>ductil</i>	<i>ductile</i>
<i>facil</i>	<i>facile</i>
<i>febril</i>	<i>febrile</i>
<i>fictil</i>	<i>fictile</i>

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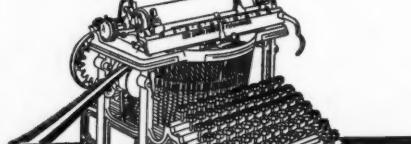
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fertil	fertile
fissil	fissile
fragil	fragile
futil	futile
hostil	hostile
imbecil	imbecile
juvenil	juvenile
mercantil	mercantile
missil	missile
prehensil	prehensile
projectil	projectile
pueril	puerile
reptil	reptile
servil	servile
steril	sterile
subtil	subtile
tactil	tactile
teztal	textile
versatil	versatile
volatil	volatile

Many of these words were formerly often simplified to *il*.

In some words of the same class the simplification of the older *-ile* to *-il* has become universal. Thus:

April	Aprile
civil	civile
fossil	fossile
utensil	utensile
vigil	vigile

Some of these words in *-ile* are pronounced by many speakers with "long *i*," that is, with *i* diphthong (*ai*), the suffix (*-ail*) rimming with *pile*, etc. Such are *docile*, *futile*, *hostile*, *infantile*, *juvenile*, *reptile*, *servile*, etc. Some other words, as *anile*, *gentile*, *senile*, etc., are so pronounced by nearly all speakers. If the *i* is not pronounced short, of course, the *e* is not to be dropped. The variation exists. It must be recognized in spelling before uniformity can be attained. It is so, likewise, with the words in *-ine*.

### 2. WORDS IN *-INE* SIMPLIFIED TO *-IN*

Words ending in unstressed *-ine* pro-

nounced	-in.
origin, usually a suffix, and chiefly from Latin. Omit the <i>e</i> . The following are examples:	
<i>clandestin</i>	<i>clandestine</i>
<i>destin</i>	<i>destine</i>
<i>determin</i>	<i>determine</i>
<i>disciplin</i>	<i>discipline</i>
<i>doctrin</i>	<i>doctrine</i>
<i>engin</i>	<i>engine</i>
<i>ermín</i>	<i>ermine</i>
<i>examin</i>	<i>examine</i>
<i>famin</i>	<i>famine</i>
<i>feminin</i>	<i>feminine</i>
<i>genuin</i>	<i>genuine</i>
<i>heroin</i>	<i>heroine</i>
<i>illumin</i>	<i>illumine</i>
<i>imagin</i>	<i>imagine</i>
<i>intestin</i>	<i>intestine</i>
<i>masculin</i>	<i>masculine</i>
<i>medicin</i>	<i>medicine</i>
<i>rapin</i>	<i>rapine</i>
<i>sanguin</i>	<i>sanguine</i>
<i>turbin</i>	<i>turbine</i>

Many of these simplifications were formerly in use.

In other words of the same kind the former *-ine* has become *-in* exclusively. Some are nearly always pronounced with *-ain*, as *aquiline*, *bovine*, *feline*, etc. In words so pronounced, the *-e* is not to be dropped. The chemical terms in *-ine* or *-in* require special treatment.

### 3. WORDS IN *-ISE* SIMPLIFIED TO *-IS*

There are very few words ending in unstressed *-ise* pronounced *-is*. The *-ise* is in most cases not a suffix. Drop the *e*.

<i>anis</i>	<i>anise</i>
<i>mortis</i>	<i>mortise</i>
<i>practicis</i>	<i>practise</i>
<i>premis</i>	<i>premise</i>
<i>promis</i>	<i>promise</i>
<i>treatis</i>	<i>treatise</i>

It would be proper to change un-

stressed *-ice* to *-ise*, and thence to *-is*. Words like *coppice*, *crevice*, *lattice*, *service*, etc., were formerly often spelled *coppis*, *crevis*, *lattis*, *servis*, etc.

### 4. WORDS IN *-ITE* SIMPLIFIED TO *IT*

Words ending in unstressed *-ite* pronounced *-it*. This termination *-ite* is mostly from the Latin. *Favorite* and *granite* are (like *bandit*) from the Italian (*-ito*). In *hypocrite* and *respite* the *-ite* is not a suffix. Omit the *e*.

<i>apposit</i>	<i>apposite</i>
<i>composit</i>	<i>composite</i>
<i>definit</i>	<i>definite</i>
<i>exquisit</i>	<i>exquisite</i>
<i>favorit</i>	<i>favorite</i>
<i>granit</i>	<i>granite</i>
<i>hypocrit</i>	<i>hypocrite</i>
<i>indefinit</i>	<i>indefinite</i>
<i>infrinit</i>	<i>infinite</i>
<i>opposit</i>	<i>opposite</i>
<i>perquisit</i>	<i>perquisite</i>
<i>preterit</i>	<i>preterite</i>
<i>requisit</i>	<i>requisite</i>
<i>respit</i>	<i>respite</i>

The following words, now always spelled with *-it*, were formerly spelled regularly with *ite*:

<i>audit</i>	<i>audite</i>
<i>cohabit</i>	<i>cohabite</i>
<i>credit</i>	<i>credite</i>
<i>cubit</i>	<i>cubite</i>

Was it not an improvement to drop the silent *e* in these words? In some words only *-it* appears, as *adit*, *exit*, *posít*, *tacit*, *transit*. So *-ide* has become *-id*, as in *acide*, *acid*, *solide*, *solid*.

### 5. WORDS IN *-IVE*, SIMPLIFIED TO *-IV*

There are in English more than six hundred words ending in *-ive*. The majority are bookish or technical.

A full list of the words ending in the unstressed suffix *-ive* would be very long. Most of them are bookish. A

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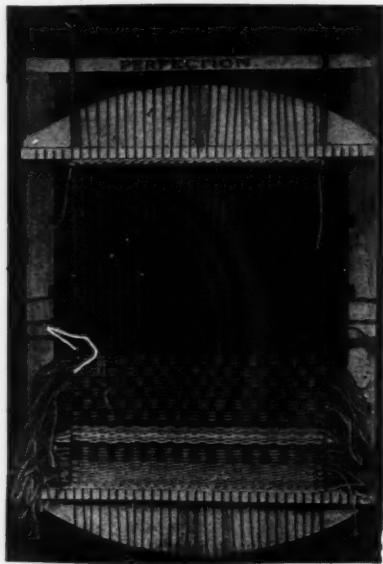
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few examples are given here in the simplified form. The rule is easily applied.

<i>activ</i>	<i>inclusiv</i>
<i>adjectiv</i>	<i>indicativ</i>
<i>affirmativ</i>	<i>individu</i>
<i>aggressiv</i>	<i>infinitiv</i>
<i>attentiv</i>	<i>lucrativ</i>
<i>captiv</i>	<i>motiv</i>
<i>comparativ</i>	<i>nativ</i>
<i>conclusiv</i>	<i>negativ</i>
<i>deductiv</i>	<i>objectiv</i>
<i>defectiv</i>	<i>oppressiv</i>
<i>defensiv</i>	<i>passiv</i>
	<i>etc.</i>

**III. GENERAL RULE FOR WORDS IN -ED PRONOUNCED -T**

For *-ed* pronounced *-t* in pretenses and perfect particles (and participial adjectives) of English verbs that end, in the infinitive, in certain non-sonant consonants, as *k* (*e, ck*), *p*, *f* (*ff*), *s* (*ss*), *sh*, *ch* or *tch* (*tsh*), etc., substitute or restore *-t*.

The original suffix *-ed* in such cases lost in pronunciation its weak vowel, and the *d* being thus spoken immediately after the non-sonant consonant, became itself non-sonant, that is, it became, as spoken, *t*, and the forms were spelled accordingly.

(Continued on page 815)

**A Celestial School of Typewriting**

The latest innovation in the way of school instruction which has come to our notice is a new school of typewriting which has just been opened by one Chin Fuey Moy, an enterprising Chinaman of Chicago. Mr. Chin Fuey Moy's object is to train Chinese typists for both American and foreign correspondence. He has installed a Remington Typewriter equipment, and intends to do the thing in first-class style.

The fact of such a school is surprising in itself. Equally surprising is the fact that there should be a field for an institution of this kind in the United States. There seems to be no doubt on this point, however, for Mr. Chin is reported already to have a sufficient number of students to justify his venture.

The Chinese operator of the typewriter, by the way, although hitherto little heard of in the United States, is a well-known institution in Oriental countries. The current number of Remington Notes, the interesting house publication of the Remington Typewriter Company, contains pictures of several of these Chinese and Cochin-Chinese operators at work on their Remington Typewriters. These pictures were taken by Mr. George H. Richards, the special representative of the Remington Typewriter Company, now in the Far East. Mr. Richards says that the native typewriter operator is employed by European houses all through the East, and is becoming practically a necessity in the transaction of business.

From the Chinese operator in China, nevertheless, to the full-fledged Chinese school of typewriting in America is quite a long step. It is not likely, however, that John Chinaman will ever be a serious competitor to our native boys and girls, however much his competition is now felt in other branches of industry.

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## Simplified Spelling

(Continued from page 814.)

There are more than 900 preterits and participles in -ed pronounced -t. Only a few examples are here given. The spelling with -t was customary in the period from Spenser and Shakespeare to Addison and Pope, and is found in great abundance since.

Of course, when the vowel of -ed is not lost, the -ed retains its proper sound, as in many participial adjectives, as *blessed, cursed, crooked, peaked, etc.*, when pronounced in two syllables.

Verbs that end in -ce (-ace, -ice, -ance, -ence, etc.) in the infinitive can not have the d in the preterit ending -ced simplified to t, because the resultant sequence -ct would be abnormal for the sound intended; for example, *faced* would be *fact*, *placed* *plact*, *danced* *dancet*, etc. Nothing can be done to simplify these words in modern English until the c is changed to s. This use of s was formerly common. Spenser and his contemporaries often used *fast* or *faste*, *plast* or *plaste*, *danst* or *daunst*, etc.

The -ed cannot be spelled -t when the infinitive contains a long vowel written a..e (bake), e..e (eke), i..e (dike), o..e (choke), u..e (dupe), etc. Forms like *bakt*, *dikt*, etc., would be impracticable.

## The Song of the Lark

(The scene is laid in Australia. A crowd of rough miners are gathered on a grass-plot near a little house which is whitewashed and thatched like the humble English homes which they have not seen for years. They have come to listen to the song of a lark.)

Like most singers, he kept them waiting a bit. But at last, just at noon, when the mistress of the house had warranted him to sing, the little feathered exile began as it were to tune his pipes. The savage men gathered round the cage that moment, and amidst a dead stillness the bird uttered some very uncertain chirps, but after a while he seemed to revive his memories, and call his ancient cadences back to him one by one.

And then the same sun that had warmed his little heart at home came glowing down on him here, and he gave music back for it more and more, till at last, amidst the breathless silence and the glistening eyes of the rough diggers hanging on his voice, out burst in that distant land his English song.

It swelled his little throat, and gushed from him with thrilling force and plenty; and every time he checked his songs to think of its theme—the green meadows, the quiet-stealing streams, the clover he first soared from, and the spring he loved so well—a loud sigh from many a rough bosom, many a wild and wicked heart, told how tight the listeners had held their breath to hear him. And when he swelled with song again and poured with all his soul the green meadows, the quiet brooks, the honey-clover, and the English spring, the rugged mouths opened and so stayed, and the shaggy lips trembled, and more than one tear trickled from fierce, unbridled hearts, down bronzed and rugged cheeks.

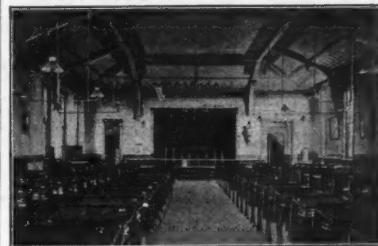
Sweet home!

And these shaggy men, full of oaths and strife and cupidity, had once been white-headed boys, and most of them had strolled about the English fields with little sisters, and little brothers,

## Why Contagious Diseases Are So Quickly Transmitted In Schoolrooms

EDUCATORS are rapidly coming to a realization of the fact that "dust" is the principal cause of disease transmission among school-children. The floors in schoolrooms are bare, and when large numbers of pupils are assembled the constant motion of feet produces a continuous circulation of dust. From tests made with dust collected from schoolrooms and other places of public assembly, it has been found that with the dust were uncountable myriads of disease germs—bacilli of Tuberculosis, Typhoid Fever, Diphtheria, Pneumonia and other dangerous diseases.

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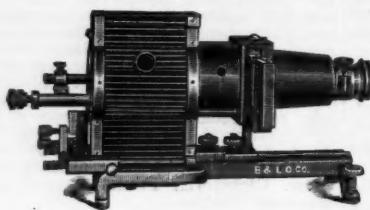
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and seen the lark rise and heard him sing this very song. The little playmates lay in the churchyard, while they were full of oaths and drink and lusts and remorses, but no note was changed in this immortal song.

And so, for a moment or two, years of vice rolled away like a dark cloud from their memory, and the past shone out in the song-shine; they came back bright as the immortal notes that lighted them,—those faded pictures and those fleet days; the cottage, the old mother's tears when he left her without one grain of sorrow; the village church and its simple chimes; the clover-field hard by, in which he lay and gamboled while the lark praised God overhead; the chubby playmates; the sweet, sweet hours of youth, and innocence, and home.—CHARLES READE in "Never Too Late to Mend."

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### Peace and Esperanto

The International Peace Bureau, Berne, Switzerland, has issued a circular letter embodying the resolutions adopted by the Sixteenth Universal Peace Congress, which met at Munich in September, 1907.

The substance of the resolutions is as follows:

- That Esperanto be taught as an international auxiliary language in the schools;

- That, inasmuch as the French minister of public instruction is disposed to initiate an inter-governmental conference to consider the best means of organizing an international system of education, and since the adoption of this system would entail the elaboration of programs which would enable students to pass from the institutions of one country to those of another with suitable diplomas, the congress expresses the hope that the different governments will speedily indicate their willingness to participate in this conference, and invites the "pacifistes" (or promoters of peace everywhere) to take the necessary steps to bring this about.

- The Congress, considering the importance of the measures taken, two years since, by the Italian Minister of public instruction, which were also adopted by the Hungarian Minister, to have all the pupils of the State schools participate in a peace festival on February 22, with a view to inspiring them with sentiments of peace and humanity, extends its felicitations to the governments of Italy and Hungary, and wishes to bring their beneficial example to the attention of all peace societies in order that thru their instrumentality their own governments may adopt similar measures.

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### Rest Rooms at the N. E. A.

The teachers of the schools of Cleveland, anticipating the needs of women in attendance at the N. E. A. in July, are planning to establish at School Headquarters, near the Hollenden Hotel, "rest rooms" where guests may meet friends, find telephone service, conveniences for correspondence, rest between sessions, a room in which lunch, which some may wish to bring from their boarding-houses, may be eaten, a cup of hot tea provided, and for the possible emergencies of sudden fatigue or illness a simple dispensary with trained nurse in attendance. These rooms will be in charge of the Principals' Club, the Grade Teachers' Club and other teachers, number of whom will be present to aid, direct and serve, as will best minister to the comfort and pleasure of all.

A commodious rest room and medical dispensary will be available at the Hippodrome. A leaflet giving definite and detailed information will be given to members at the Registration Bureau in the Federal Building.

### N. Y. School Garden Association

The School Garden Association of New York was organized at a meeting held in the American Museum of Natural History, on March 30. The association plans to use every possible means of interesting the people, teachers and children in real nature work.

The Committee on Organization is anxious to enroll every lover of nature and every one who believes that the children should be brought into actual contact with the culture of growing plants, as members of the association. The work has been initiated with the most cordial co-operation of the friends and teachers of the public schools.

The officers of the association are: President, Van Evrie Kilpatrick; secretary, Albert S. Hanna; treasurer, Miss Katherine D. Blake.

### SLOYD TRAINING SCHOOL

The twentieth year of the school for teachers, established in Boston by Mrs. Quincy A. Shaw, will begin September 8th, 1908, at its new quarters, No. 8 Marlborough Street, Boston.

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(Continued on page 819.)

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Representatives of the faculties of the New England colleges met at Brown University on May 6 and 7 to discuss matters of common interest in college administration. This was the second conference of the college officials; the first having been held at Wesleyan University last spring, when the purposes of the conference were fixed and such organization as was found necessary was settled upon.

The winning for the second time by an Isaac Pitman writer of the Egan International Cup for Speed and Accuracy in Shorthand Writing, has naturally created additional interest in this system, and consequently a greater demand for its teachers. In view of this fact and the great difficulty in securing competent instructors, Messrs. Isaac Pitman & Sons, 31 Union Square, New York, are now offering a free mail course of instruction, particulars of which can be obtained on application.

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Members of the Kraus Alumni, and still another class, meeting at Carnegie Hall, have been taking up similar work, some being settlement workers, teachers in evening recreation centers, others utilizing the Folk Dances at "mothers' meetings," but all with the one object in view: to bring some sunshine and pleasure into that other world, which most of us know so little about, the world of the streets.

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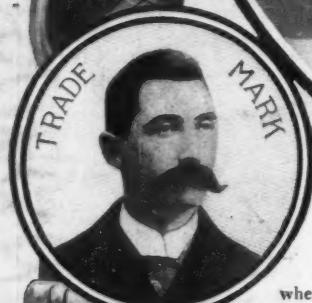
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SAPOLIO  
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TOILET & BATH

# MENNEN'S

Borated Talcum  
TOILET POWDER



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Box that  
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"Vacation worries vanish"

when you know that you can enjoy that attractive "nut brown" summer complexion without the usual penalties of sunburn, and skin roughness, which lasts far into the winter social season. The daily use of

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